

Creating Sustainable Schools in London: A Case Study Guide



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FOR LONDON



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Cover Photograph
Millfields Community School (© Millfields Community School)

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Ministerial Foreword



It is clear that we need to adopt a more sustainable way of living. This requires changes in the way we think and act, work and play, live and learn. Schools have a crucial and fundamental role to play in ensuring these changes take place and in preparing children for a lifetime of sustainable living. It is for this reason that we would like all schools to be sustainable schools by 2020.

We recognise this is a challenging aim. However, it is not something we expect schools to achieve by themselves. The 2006/07 academic year was the Year of Action on sustainable schools and it saw the launch of a number of DCSF initiatives and tools to support action. Following consultation, DCSF published a Sustainable Schools Strategy. We also now have a National Framework, a self-evaluation tool (s3) and an Action Plan outlining key tasks for central government departments.

Schools though also need support at a regional and local level. That is why we have asked Government Offices to facilitate action throughout the English regions.

Creating Sustainable Schools in London: A Case Study Guide, produced by the Government Office for London, provides excellent examples of sustainable activities in schools within your region. It highlights the interconnections between the eight DCSF 'doorways,' links with Every Child Matters, Healthy Schools and other key initiatives, as well as demonstrating the numerous benefits of becoming a sustainable school. I hope you find the case studies helpful, informative and replicable.

A handwritten signature in black ink that reads "Kevin Brennan". The signature is fluid and cursive, written in a professional style.

Kevin Brennan MP
Parliamentary Under-Secretary of State for Children, Young People and Families

Executive Summary

The Government has set an aim for all schools to be sustainable schools by 2020. To achieve this, the DCSF has outlined that sustainable development principles should be embedded at the centre of the education system.

In order to help London schools achieve this, Government Office for London (GOL) commissioned Global Action Plan to produce this case study guide. It contains twenty examples of sustainable activities and initiatives within London schools and is based on the DCSF Sustainable Schools National Framework.

All the schools in this guide show how using sustainability as an important component of the school, can, and does, enhance opportunities for students, staff and the wider community. The case studies highlight the number of benefits emerging from these activities and initiatives; for pupils in terms of development and increased self esteem; for schools in terms of improved student behaviour, increased academic achievement and possible cost savings; as well as wider community involvement.

Each case study describes action against each of the eight 'doorways'; food and drink; energy and water; travel and traffic; purchasing and waste; buildings and grounds; inclusion and participation; local well-being; and global dimension. Each example is also linked to one or more of the key areas of school life; curriculum; campus; and community.

The case studies are wide ranging and varied, including examples from inner and outer London, primary and secondary schools, and from schools that have just started, to those who have a long history of working on sustainability within their school. Links to key initiatives such as Every Child Matters and Healthy Schools are also made throughout the guide to demonstrate the multiple benefits that a sustainable school can bring.

Sustainable schools are achievable, as demonstrated by this guide, but for many schools there are often a number of challenges to overcome. Embedding sustainable development can be dependant on a number of factors, including support from the head teacher, a champion to catalyse action and importantly making time for teachers and staff to get involved.

A number of recommendations from schools were suggested for GOL during the researching of these case studies. These included producing step-by-step guides, help with bidding for funding and facilitating contact between schools and the local authority as well as between students and senior management.

GOL is committed to supporting London's schools and is reviewing all of the recommendations made by schools during the production of this guide. A London Sustainable Schools work programme is being developed to create a London-wide support network and to help build capacity. The work programme will include the establishment of a London Sustainable Schools Forum which, schools, London Boroughs, charities and others will be invited to join.

Introduction

The UK's Sustainable Development Strategy *Securing the future*¹ states the goal of sustainable development is 'to enable all people throughout the world to satisfy their basic needs and enjoy a better quality of life, without compromising the quality of life of future generations'. It encompasses the environment, society and the economy, has a local and global focus.

The Department for Children, Schools and Families (DCSF) believes people of all ages have a role to play in securing a sustainable future including governments, schools, businesses and communities. They have acknowledged the many definitions of sustainable development, but have summarised sustainability in terms of a commitment to care:

- Care for oneself;
- Care for each other (across cultures, distances and generations);
- Care for the environment (near and far).

Sustainable Schools is a DCSF strategy which builds on this commitment to care and guides schools towards embedding sustainable development. The strategy outlines the Government's aim for all schools to be sustainable schools by 2020. To stimulate action, the 2006/07 academic year was the Year of Action on sustainable development for schools. During this year, DCSF produced a Sustainable Schools Framework², a self-evaluation tool (s3)³ and a Government Action Plan⁴ setting out further Government activities to support schools.

Goals of the Government Office for London

In February 2007, as part of the Year of Action, Government Office for London (GOL) held a Sustainable Schools conference to raise awareness about the strategy. This event was attended by teachers, school governors, local authority officers and non-governmental organisations.

Following this, GOL commissioned Global Action Plan to produce this *Creating Sustainable Schools in London: A Case Study Guide* to achieve four goals:

- To help schools embed sustainable development in a practical demonstrable way;
- To help schools achieve Government aims and objectives on Sustainable Schools;
- To provide schools with a wide range of illustrative case studies of sustainable development initiatives within London schools in each of the eight DCSF doorways;
- To provide details on lessons learnt, some of the drivers for action and the benefits for these schools.

The Sustainable Schools Framework

The DCSF Sustainable Schools Framework has eight 'doorways' through which schools may begin or extend sustainability activities and operations within any aspect of school life. The eight doorways are:

- Food and Drink
- Buildings and Grounds
- Energy and Water
- Inclusion and Participation
- Travel and Traffic
- Local Well-Being
- Purchasing and Waste
- Global Dimension

Schools may be just getting started on addressing sustainability or may be looking to extend aspects of the work they are already doing. They may also find that much of the work that they are doing under other initiatives, or in the day-to-day running of school activities are already meeting many of the guidelines of Sustainable Schools.

The doorways may be looked at individually or as part of a whole-school approach, and schools will find that work in one doorway will often make links towards goals for another. While a more holistic approach is recommended; work through one doorway will provide positive opportunities to embed sustainability across the school's curriculum, its campus and within its local community.

¹ HM Government, 2005, *Securing the future: delivering UK sustainable development strategy*

² http://www.teachernet.gov.uk/sustainableschools/framework/framework_detail.cfm

³ Department for Education and Skills, 2006, s3: sustainable school self-evaluation

⁴ Department for Education and Skills, 2007, *Sustainable Schools for pupils, communities and the environment: An Action Plan for the DfES*

Every Child Matters

Every Child Matters⁵ is the Government agenda for children and young people's well-being. The agenda means that all organisations which provide services to children will be working together to protect children and young people from harm and help them achieve what they want in life. The aim of Every Child Matters is that every child should have the support they need to:

- Be healthy;
- Stay safe;
- Enjoy and achieve;
- Make a positive contribution;
- Achieve economic well-being.

These five outcomes can all be achieved through child-centred sustainable development and DCSF states that Sustainable Schools is a way in which schools can deliver Every Child Matters. While the environment is not mentioned in the Every Child Matters, it is a vehicle for achieving its targets and plays an important role in children's health and safety. By providing children and young people with opportunities to develop a sense of care for self, others and the environment, schools will find all five of the Every Child Matters outcomes can be met.

Healthy Schools

Sustainable Schools makes links to the National Healthy Schools Programme⁶ not only through the Food and Drink doorway, but also in terms of Healthy Schools overall focus on improved health, happiness, safety, behaviour and achievement. Examples of direct connections can easily be seen between the themes of Healthy Eating and the activity of growing vegetables; between Physical Activity and providing safe opportunities to walk and cycle to school; and between Emotional Health and Wellbeing and the Sustainable School doorway of Inclusion and Participation.

Environmental Challenges and Opportunities for London

The Mayor of London's vision is to make London an exemplary, world class, sustainable city. To achieve this, a number of significant environmental challenges, which the Mayor has identified, must be tackled.

These challenges include an increasing demand for water and energy and increasing pressure on biodiversity and open spaces. Carbon emissions are on the increase and climate change, a global challenge, could have adverse impacts on London's population, wildlife, economy and cultural heritage. London still suffers from some of the worst air quality in the UK, faces significant challenges in dealing with the waste it generates and needs to raise recycling levels across the capital.

In addition, social challenges include high rates of child poverty, high levels of crime and the perception of crime as well as widening disparities of health and well-being across London. A trend of social inequalities, increased diversity and changing population demography presents issues of equality and diversity that need addressing.

London is however, taking important and significant steps to tackle these challenges. The Mayor has made climate change one of his top priorities and he launched a Climate Change Action Plan⁷, the first of its kind in the world, in February 2007 setting out London-specific targets including a 60% CO₂ emissions reduction target by 2025, which goes over and above national targets. There are also London strategies covering air quality, noise, biodiversity, energy and waste, and in addition, a climate change adaptation strategy and water strategy are being developed. Londoners will also see a major advertising campaign 'Planet DIY Repairs' from summer 2007 onwards, the aim being to encourage behavioural change.

In addition to action from the Mayor, GOL and London Boroughs are working for a more sustainable London through programmes and strategies such as Local Area Agreements and Sustainable Community Strategies. There are also a host of London based non-governmental organisations which can help. You may find the list of London contacts at the back of this guide a useful starting point.

By addressing the goals of the eight doorways, schools can help London meet these challenges by providing positive opportunities for their pupils to experience sustainability in action in their daily school and community life. Sustainability is about understanding the world we live in and the part we play so that we can all contribute as active citizens to a better future.

⁵ HM Government, 2005, Securing the future: delivering UK sustainable development strategy

⁶ http://www.teachernet.gov.uk/sustainableschools/framework/framework_detail.cfm

⁷ Greater London Authority, 2007, Action Today to Protect Tomorrow: The Mayor's Climate Change Action Plan

Case Studies

Some of the schools included in this guide have been working on sustainability for a number of years. These schools hold a number of awards and are leading examples of what can be achieved as well as demonstrating the benefits for the whole school and its local community. Other schools are at very early stages and are just getting started on the journey; perhaps having recently taken part in their first activity addressing a Sustainable Schools doorway. All of the case studies acknowledge whether the work of the school on sustainability has helped to deliver the five outcomes of Every Child Matters and also whether the school has achieved Healthy Schools status.

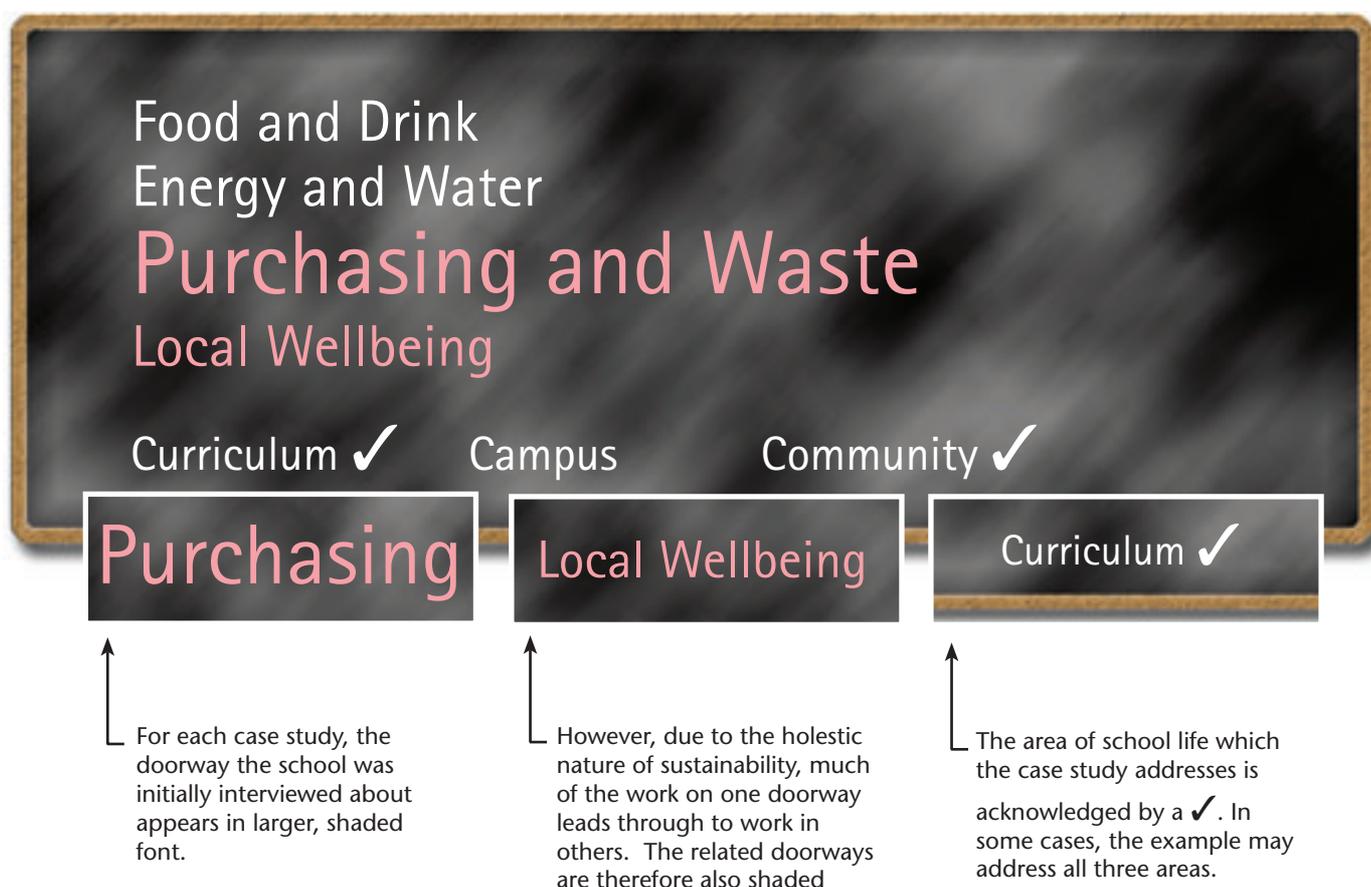
In producing this guide, many schools acknowledged the strategic benefits of joining up their approaches to the various initiatives. They emphasised that looking at their school from a sustainability perspective enabled them to meet so many of the goals they were striving to achieve.

Each case study outlines:

- The background of the school's work under one of the 'eight doorways';
- The activities that have taken place within the curriculum, the campus and the community;
- The benefits;
- The challenges;
- Next steps for the school.

Key to the Guide

At the top of each case study there is a chalk board listing the eight doorways and the three key areas of school life: curriculum, campus and community.



Food and Drink **Doorway**

Food and drink play an essential role in all our lives and are a key part of the school day. Providing healthy food that is ethically and sustainably sourced and where possible produced and prepared on site can be a challenge to schools in London as their location does not always make it easy to achieve this. In addition, highly processed food is accessible in the urban environment and can seem the only option.

By providing locally sourced, ethically produced food and teaching children about where their food comes from, schools can help to increase the understanding and knowledge around the food choices we make as well as the array of options available to us in London.

The three schools described in this section have worked to find ways to overcome barriers to offering sustainable food and all three have found ways to communicate understanding about healthy food and its source to at least a small group of students. Two of the schools show how looking at their schools' waste led them to think about growing their own food.

- ✓ **Millfields Community School** explain why they have won an award from the Soil Association for their commitment to providing organic food for all the children at their school.
- ✓ **Barking Abbey School** has trialled the idea of an on-site allotment with a small but keen team of students in their lower school site.
- ✓ **Gunnersbury Catholic School's** eco-garden has grown in more ways than one and now has long-term hopes for fruit trees and eventually producing their own jam and fruit chutneys.

The food at Millfields Community Primary is so scrumptious now even staff and parents are scurrying to tuck in. It is not just a wholesome daily dinner; the school has integrated healthy, local and sustainable food and drink in a number of ways.

Background

“Healthy food has been integral to the school for eight to nine years, long before Jamie Oliver,” said teacher Janet Taylor. She credited this to the Head Teacher’s vision and ethos that children cannot work unless they are well fed. “She comes from a catering background and hated the school kitchen so set out to change things,” said Taylor. Having a senior figure taking the lead means that the scheme was effectively cascaded throughout the school and has become an integral aspect of every part of the school.

Activities

To incorporate healthy food the school reviewed menus and a school nutritionist visits each term to ensure the menus are well balanced. Fruit, vegetables, organic bread (baked on site), milk and crudités are provided every lunch time.

The school has also implemented a healthy packed lunch policy that parents must follow, which is carefully monitored by the School Nutrition Action Group. To help everyone stay hydrated drinking water is provided in every classroom throughout the day.

Several school activities give adults a taste of the action. A weekly healthy eating tuck shop is run by the school and has proved very popular with parents. Parents are invited to the school for ‘taster evenings’ to get a flavour of what is included in school menus, and to encourage them to have their children switch from lunch boxes to school dinners and provide healthy meals at home.

The school provides a functions menu for groups in the community that hire out rooms for events, with the school council and parents having input into these menus. A cook book has been produced by the school featuring recipes by the parents. The school also runs a healthy living week and has established good relationships with local suppliers.

The school has developed a curriculum map with a school planning overview and makes sure there is a unit for every year to cover healthy living. This is overseen by the science and design and technology coordinator for continuity. The school has a sustainability club that meets once a week, comprising of about twenty juniors, they keep their momentum going through the enthusiasm of the teacher who has links with local groups. The group makes plant pots from old newspapers for broad beans, and has been planning a roof garden, for which there was a design competition. They are also campaigning for a wind turbine on the roof.

To keep their food system sustainable the school runs trips to farms and Billingsgate Fish Market to help educate pupils as to where the food comes from. They also promote recycling awareness in the school and community.

The school council is very involved, for example they campaigned for no sugary cereals in the breakfast bar and this was subsequently changed to yoghurt with dried and fresh fruit with children cutting up their own fruit.

Food and Drink

Energy and Water
Travel and Traffic
Purchasing and Waste
Buildings and Grounds
Inclusion and Participation
Local Wellbeing
Global Dimension

Curriculum ✓ Campus ✓ Community ✓

Benefits

The numbers speak for themselves - uptake on school meals has increased by almost 20% in the three years since the school took over the running of the kitchen. The programme has also had a positive impact on behaviour with reported instances of poor behaviour in the morning down by 15% since the school introduced its breakfast club providing deprived children with a free meal. The introduction of healthy food for the entire staff, including homemade soup and a salad bar, has led to an increased uptake of school dinners by staff.

Millfields School is a UNICEF children’s champion school and everything they do must be linked to Every Child Matters.

Lessons in how to grow vegetables are very popular with special needs pupils, as it gives them confidence and makes them feel included. The school has a gardener working with autistic children to grow food and use compost from the kitchen. Autistic pupils, whose typical behaviour is to eat a narrow range of foods, are now eating a wider selection thanks to the cornucopia they are offered. The tuck shop has taught more than healthy eating as well. Pupils who run the shop have benefited by learning economic skills through becoming aware of food costs and managing money.

“You’re always onto a winner with food as it draws people in to whatever you are doing,” said Taylor.

Challenges and next steps

The school food is now 80% organic, falling short of 100% only because it is not possible to source organic halal meat. Sourcing food locally has proven difficult given the school’s location but Taylor said they try their best. For example they source dried goods such as flour from a local company; all fresh fruit and vegetables are from New Covent Garden market; and they buy organic milk and uncooked bread from Kent Frozen Foods Ltd (KFF), a family firm in Kent and bake it on the school premises. A consultant from KFF visits the school on an ad hoc basis and works as a link to foster relationships with local companies.



Pupils enjoy the fruits of learning at Millfields Community School

Barking Abbey School

Secondary school, London Borough of Barking and Dagenham

When they set out to reduce waste and increase recycling in their school, a small team of pupils and staff at Barking Abbey found the idea of their own vegetable allotment in the centre of the school buildings really grew on them.

Background

Sustainability initiatives have been underway at the school for just over two years. The work started with a training day on school waste run by Global Action Plan.

Activities

The Environment Action Team at Barking Abbey Lower School comprising eighteen members and three staff members set out to reduce the amount of waste produced, meeting regularly to monitor their progress. During the first audit, paper and food waste were recognised as the major contributors to the school's waste and the Environment Action Team set out to reduce the total waste produced.

The team organised for recycling bins for all paper, cans and plastic to be placed throughout the school. Furthermore the students set up a gardening club where composting of kitchen waste could be used in the school garden, while also growing their own produce. The garden is in the open central square in the middle of the buildings. The area can be easily viewed by other pupils but only the gardening club has access to it and it has been expanded from one plot to three. The school allotment project embraces the concept of sustainability and recycling as students re-used materials for the collection of rainwater, used fertiliser from horse stables and constructed a glasshouse from ex-housing windows, and the water butt was a large plastic tub from a local supermarket. Vegetables grown in the garden by the after school gardening club are fed back into the kitchen for lunches and some are taken home by teachers or pupils in the gardening club.

The team organised presentations to year group assemblies and put up posters around the school to launch the project and raise awareness throughout the Lower and Upper School.

Benefits

"There has been an increased sense of community first and foremost for the pupils involved," said Claire Hart, Head of Citizenship. "They action ownership over it and spend any spare time they have available in the garden."

The garden has enhanced the school's environment and received many positive comments from staff members. The pupils get the chance to see the whole developmental process of the garden.

The recycling facilities have been the focus of a number of projects across departments. This has allowed them easy access to working case studies which assists in raising general environmental awareness.

As a result of their participation in the Action on Waste programme the Barking Abbey Environment Action Team was successful in reducing the total amount of waste sent to landfill, diverting a total of 2.08 tonnes in one year.

Their work links to the Be Healthy outcome of Every Child Matters. They are working on achieving Healthy School Status and planning to apply for the Eco Schools Bronze Award with the work completed to date. They are also working towards a School Travel Plan.⁸

Food and Drink

Energy and Water

Travel and Traffic

Purchasing and Waste

Buildings and Grounds

Inclusion and Participation

Local Wellbeing

Global Dimension

Curriculum

Campus ✓

Community

Challenges and next steps

The school has faced several challenges with the establishment and upkeep of recycling. There has been some difficulty trying to get new staff to assist with the actual recycling collection and in the Upper School there was some debate over the safest place to position the paper bins for collection. In addition, there has been considerable difficulty getting funding to support recycling. The school has been working independently with private agencies to achieve recycling goals.

The school plans to bring some of the work from the Lower School into the Upper School which includes incorporating sustainability in the Upper School building refurbishment. Another aim is to provide organic sustainable food for the canteen, for at least part of the year, to show the pupils how sustainability can provide tasty benefits.



Growing vegetables at school is a great way to learn where food really comes from

⁸ <http://www.dft.gov.uk/pgr/sustainable/schooltravel/>

From a packet of seeds to a bowl of fresh soup and a jar of homemade jam, Gunnersbury students are learning about sustainability and the gifts of nature from the ground up.

Background

The School has had a major change in its thinking as regards sustainable development and recycling over the past eighteen months. In November 2005, the London Borough of Hounslow introduced the school to Global Action Plan's Action on Waste project. The school then began constructing an on-site eco-garden.

Activities

The school has been working towards their Green Flag award and United Nations certification for recycling and the environment. At the same time they have implemented an ambitious plan for an eco-garden where the students and staff have planted vegetables and fruit trees in the first phase and have expanded to include fruiting bushes and herbs in the second phase this year. The third phase will include an area for relaxation where there will be a sensory garden with scented plants, herbs and plants chosen specially to encourage touch, a seating area and sun-dial.

To encourage understanding of the importance of protecting the environment and the source of food, the eco-garden is grown organically. The school has had help from the Science department with regard to companion planting, the promotion of composting the waste and why worms help the soil. They are collecting the waste food from the staff room and kitchens and trying to encourage staff to recycle their waste to make compost. Pupils have been encouraged to bring waste-free lunches through an ongoing poster campaign, managed by the Art teacher, Ms Lodge and a dedicated group of pupils. They have introduced a number of compost bins and hope to have their own compost for next year.

There were initial challenges with the eco-garden, although prominent at the entry to the school, it is on a small hill mostly made of rubble, large rocks and a thin layer of soil. The school overcame this by clearing the area and creating raised beds framed in recycled wood. The school involved parents by having a 'big dig day' where volunteers helped to clear the area for the vegetable planting. The school hopes that in phase two there will be crop rotation taking place. A local gardener has volunteered his services to help with phases two and three.

In the summer of 2006 phase one was implemented and the produce harvested in the autumn. The most successful crops were tomatoes, green beans, onions, leeks, and pumpkins. The school used these to produce soups which were cooked and bottled and then sold to parents during a parents evening. To do this they used the local community facilities of the Log Cabin Trust, and the expertise of a local chef. Geography teacher Ms Ferrario tried her hand at making chutney for the first time, and received great reviews. The boys will be trying out the recipe this year along with a proposal to make jams of various flavours. Any funds raised will be put back into the eco-garden or for adding to the charities the school supports.

Sustainability projects have been run throughout the school with particular emphasis in Art and Geography. The school created a 'Promise Tree' as part of World Environment Day in 2006 and a visiting artist made giant toothbrushes using recycled plastic bottles to emphasise the importance of using water correctly and not wasting it. Construction of the toothbrushes was linked to the work of the America pop artist Klaus Oldenburg, which were later displayed at an exhibition held in the London Borough of Lambeth. The school has also redesigned the recycling collection area following inspiration from Gaudi.

Food and Drink

Energy and Water

Travel and Traffic

Purchasing and Waste

Buildings and Grounds

Inclusion and Participation

Local Wellbeing

Global Dimension

Curriculum ✓

Campus ✓

Community ✓

Benefits

One of the underlying principles has been to promote greater cross-curricular links within the school and to this end, the school's Science and Technology status has been enhanced as well as links made to Art, Geography and CDT. The eco-garden has been able to go ahead because of funding provided under the school's science status.

The school greatly reduced their waste. Their first waste audit revealed the school sent 131.6 kgs of waste to landfill per day, a figure that was reduced to 60.4 kgs by the second audit a year later. A reduction of waste sent to landfill of 54.1% per day.

The school's work links to the following outcomes of Every Child Matters: Be Healthy, Enjoy and Achieve and make a Positive Contribution. Art teacher Ms Lodge has entered the art work linked to the project as a portfolio in the Young at Art awards and has been short-listed in the Environment section for teachers' projects. The school has the Bronze Eco-schools Award and are close to achieving all the requirements for a Silver Award. The school is also aiming to get Green Flag status.



Gunnersbury students created and sold their own soup from vegetables grown in their allotment

Challenges and next steps

Arranging the building work around an already busy schedule was challenging. The school now have a gardener who knows about rotation in planting and enriching the soil but they still need someone to help with the building side of the work.

The student Eco Committee and staff plan to look into the following areas to further promote sustainability: travel to and from school; water efficiency initiatives; recycling cards ink pots and mobile phones; looking at electricity efficiency and production; biodiversity and our eco-footprints; and global warming.

Energy and Water **Doorway**

Schools are large consumers of energy and water. The Sustainable Development Commission has estimated 'that the schools estate is responsible for 10.4 million tonnes of carbon dioxide from direct and indirect sources per year'⁹. Schools have a crucial role to play as models of efficient energy and water management and should use renewable energy where possible. By using these resources efficiently and involving students in understanding how they can help, schools are not only saving resources and money, they are contributing to the positive economic and environmental future of the pupils they teach.

The schools whose activities are shared in this section are finding ways to understand and change their behaviours surrounding the use of both water and energy.

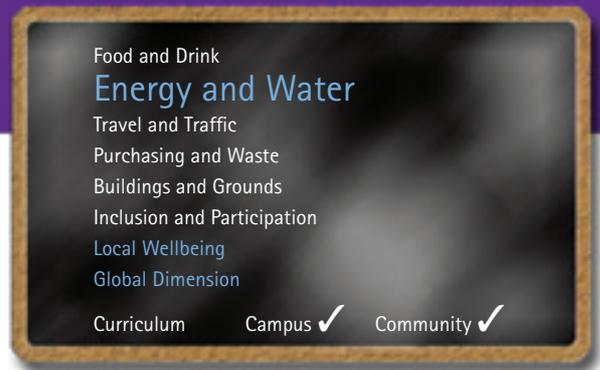
- ✓ **Noor Ul Islam** makes links to water and looking after the planet as an important part of their beliefs.
- ✓ **Stanley Park Junior School's** Geography coordinator has taken the lead on addressing environmental issues.
- ✓ **Trinity Catholic High School** is new to looking at water efficiency having recently taken part in the Thames Water Liquid Assets programme.

⁹Sustainable Development Commission, April 2006, Schools Carbon Footprint Scoping Study: Final Report

Noor UI Islam

Primary school, London Borough of Waltham Forest

Noor UI Islam is a small school with 160 pupils in an old Victorian building but they have made smart, practical changes that have saved water and energy both in school and at home.



Background

Noor UI Islam is an independent Islamic school and part of the Islamic curriculum is to study the lesson of Mohammad that says people should look after the planet they inherited. "Sometimes we don't think we are doing very much because we see it as part of our religious duty," said Head Teacher, Aslam Hansa. "But then people say to me that we are actually doing a lot. We just want to make sure that the next generation doesn't repeat the mistakes of our generation."

The school created sustainability initiatives without realising the London Schools Environment Award existed. Once they learnt about it they decided to enter, winning second place the first time and first prize in 2006 for London Borough of Waltham Forest.

Activities

Some practical initiatives have been implemented by the school, for example all classes have a large recycling bin and push stop taps have been installed in the toilets. The school ran an energy audit with the intention to highlight the need to examine energy use, be as efficient as they can and get everyone thinking about it. In Citizenship and Geography students learnt about WaterAid and raised money for charity. In Year 5 Geography, sustainability has been integrated into the Islamic and Citizenship curriculum.



The school has several initiatives that help improve the environment and quality of life for local people. They hope their Travel Plan will reduce traffic and therefore improve safety and air quality around the school. Pupils have helped with the Trees For All project run by the Woodland Trust which will increase the number of saplings in the area. They also held a talk where neighbours were invited to hear about environmental issues.

The school has forged strong links with local mosques and designed posters that are displayed in the mosques to remind people about water conservation. Water has strong links with Islamic culture as it is part of their five times daily prayer and ablution ritual, thus it is important not to waste water and the school has highlighted this in local mosques.

Students have carried out energy audits at home with their parents and received positive feedback and results, with many homes switching to energy saving light bulbs (the school is part of a larger local trust that provides free light bulbs to parents). The school has also worked to highlight water conservation with parents and has provided them with contacts for more information, such as Thames Water. The Environment Group has given presentations to neighbours and informed them of what the school's projects are.

Benefits

Hansa said that on the whole the pupils' behaviour has improved - they are more involved and often think about things relating to the environment and sustainability. The school's focus on healthy eating has improved the pupils' diets and parents know what should and should not be put in school lunch boxes. They have stopped fizzy drinks at school, which in itself has improved behaviour.

"Since I have learnt about the environment I have taught this to my family and they are now a lot more careful with what they do," said one student. "They switch off the lights when not using it and recycle as much as they can."

The school's work links to four elements of Every Child Matters: Be Healthy, Stay Safe, Enjoy and Achieve and Make a Positive Contribution. They have a School Travel Plan which they are now implementing.

Challenges and next steps

Convincing people that small changes can be easy to make and have a positive impact on the environment is a challenge the school has faced. "Everyone knows it is the right thing to do," explained Hansa, "but people believe it is impractical and not workable. Then these innocent five to eleven year olds come along and say that we need to do this so the adults have to follow suit."

Next the school would like to implement their Travel Plan and work towards Healthy School Status.

Clear reminders help everyone to do the right thing

Stanley Park Junior School

Primary school, London Borough of Sutton

Students at Stanley Park are learning valuable lessons outside of the classroom that teach them the importance of water and energy conservation. School visits to rivers, a landfill site and supermarket show first hand the importance of environmental action.

Background

Stanley Park has been informally running initiatives related to sustainability for ten years and started a more structured programme about five years ago looking at waste issues.

Larry Brown has been Geography Coordinator in the school for twelve years and felt that more focus was needed on environmental issues. As a result she introduced them broadly wherever she could. Recognising that the school is in an excellent rated borough offering lots of support she made the most of this to create a focused sustainability campaign.

Activities

To reduce energy and water consumption pupils and staff are making a concerted effort to turn off lights, machines and taps and keep the doors closed.

Water conservation initiatives include efficient flush mechanisms in toilets, installing push button taps, and repairing dripping taps (the school measured the water use from one tap and found that they were wasting 1,000 litres of water a year).

Energy and water conservation can be found throughout the school's curriculum. Pupils study and visit rivers to learn about how the waterways are used and the resulting pollution. Trips have taken students to the local River Wandle where they looked for evidence of pollution and to Morden Hall, where the environmental centre organises river based activities.



Adults and children keep fit with sustainability activities at Stanley Park School

Representatives from water authorities visit the school to give presentations to the students, who also learn water filtering in Science. The school combines curriculum subjects by including a Thames river walk with a visit to the Globe Theatre. An assembly is held every term on environmental issues, including energy and water conservation; for example last summer when the school was in a drought area, there was an assembly on how the school and the pupils' families could reduce water use and avoid waste.

Stanley Park students visited Sainsbury's to see how they reduce food waste, as well how they recycled card and plastic packaging. They have also had trips to a local landfill site to see how they deal with local community's waste and learn about the range of processes to utilise waste materials onsite, such as composting of organic waste and the sale of methane gas and gravel. "The size and structure of the site is very dramatic," said Mrs Brown. "The children stand beside the enormous structures and huge industrial vehicles and are stunned. 'I'm gobsmacked!' is a common response and some parents say 'My child has been telling everyone about the trip!'"

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From top to bottom, the school is motivated to improve its environmental performance. The school management team, comprised of the head, deputy and year group leaders, as well as the governing body, all support this commitment to a sustainable approach to running the school. There is an eco governor who has been involved in many of the practical activities such as recycling waste materials and improving the school grounds by planting flower beds, all supported by the school's site manager.

The pupils play a vital role in decision making and in the daily implementation of the school's 'eco-philosophy' with each one of them aware of the need to develop green habits and routines. The School's pupil Eco Council is key in communicating ideas, setting good examples and leading decision making processes to carry out eco-policies in the school. Pupils also contribute to the general School Council, on issues such as updating the school's Anti-Bullying Policy, or choosing playground equipment.

Benefits

The school's work is linked to all five outcomes of Every Child Matters and they have a School Travel Plan. They have also won the London Schools Environment Award for the London Borough of Sutton.

Local Authority competitions have greatly benefited the school's efforts (for example the £3,000 from the London Schools Environment Award) and they have raised money through recycling. They recently won the inter-borough clothes and shoes recycling competition, with part of the prize being a visit for the eco-representatives to a local wildlife sanctuary.

A great benefit of the school's efforts is positive student behaviour – they are very included and involved and this has had a motivating effect. "The children respond very positively. They can see how we all have an impact on our environment, for better or for worse, and through their experiences at school they can see how they and their family and friends can make a greater impact for the good of the environment, locally and globally. Through the children's enthusiasm and the feedback they give at home, the parents also respond because the children pass on the messages and practice what they preach," Mrs Brown said.

The school's work links to four elements of Every Child Matters: Be Healthy, Stay Safe, Enjoy and Achieve and Make a Positive Contribution. They have a School Travel Plan which they are now implementing.

Challenges and next steps

One challenge of the work has been getting people to commit to a long-term initiative, rather than a short-term project. When the school started their sustainability initiatives the government and media coverage of environmental issues was not as commonplace as it is now. With an increase in general interest in the environment it is felt that their work will become easier.

The school had consultants carry out a survey to find further ways of reducing energy consumption. This is an ongoing aim and a consideration whenever repairs and improvements are being carried out, but the age of the building, and financial restraints, can limit the options for such improvements.

As eco-school co-ordinator Larry Brown's next aim is to get parents more involved with the school's eco-committee.

Trinity Catholic High School

Secondary school, London Borough of Redbridge

Trinity Catholic High School participated in the Thames Water project 'Liquid Assets' which included funding to retrofit the school with water saving devices potentially saving 1.8 million litres of water per annum.

Background

As part of the 'Liquid Assets' project, the school participated in a training day in February 2007. The school was motivated to partake in the programme as it was an opportunity to have externally funded water saving devices fitted in the school.

Activities

Pupils developed a plan of future actions including a website page, posters and display board as well as an awareness raising assembly and an information table in the dining hall.

During the training day pupils ran a water audit including how many taps there are and how water is used in the school. They sent a list of all leaking taps that were found during the audit to the caretaker for repair.

At the same time a service team from the company Aqualogic, converted older style water taps to modern 'push taps' and fitted Save-a-Flush bags in all cisterns.

The team conducted audits on their own water use at home and made pledges to make reductions daily, mainly by taking shorter showers.

Benefits

Aqualogic installed twenty-one Save-a-Flush bags in toilet cisterns, retro-fitted sixty push taps and serviced four controllers, potentially saving 1,854,811 litres per annum and £2,600. The pay back period on the costs for a school installing the devices is about nine months.

Since the training day all leaking and dripping taps are fixed as and when they are discovered.

The training day included learning about global water crises by highlighting the work of the charity WaterAid. A teacher involved in the day took this further and will include issues addressed by WaterAid in future Geography lessons.

The programme increased the school's awareness that water is a precious resource and as climate change increases and population growth continues in London, there are likely to be water shortages again in the future, so water efficiency is important. In addition saving water will save money.

By keeping the pledge to reduce water and persuading all family members to do the same they calculated that the team and their families could save over 15,000 litres per week combined.

As one of the pupils involved in the training wrote, 'I think it will benefit me as it made me more aware of my own water usage. It will benefit my school as it will teach it to be more water aware.'

The school's work links to four elements of Every Child Matters: Be Healthy, Stay Safe, Enjoy and Achieve and Make a Positive Contribution. They have a School Travel Plan which they are now implementing.

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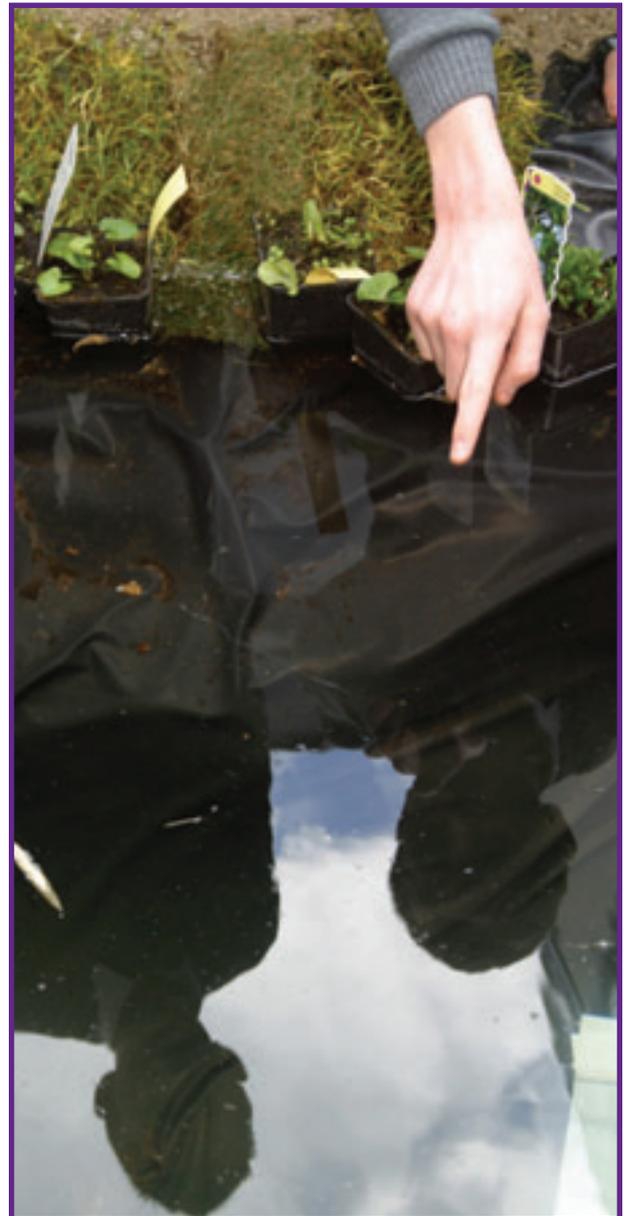
Global Dimension

Curriculum ✓ Campus ✓ Community

Challenges and next steps

If the school installs a further sixteen retro-fitted taps and eleven Save-a-Flush bags as recommended by Aqualogic they will potentially save a further 392,446 litres per annum and £560, with a payback period of about eight months.

The team involved in the training day are planning to take forward some of the ideas generated from the pupils as part of the training.



Pupils learn that water is one of London's most valuable resources

Travel and Traffic **Doorway**

Traffic congestion is a major problem in a large city, coupled with parents' concerns about commuting safely to school. Reliance on cars adds to pollution and reduces opportunities for physical activity. Sustainable transport alternatives, such as walking and cycling are solutions to these rising problems and instill long-term positive behaviours which increase pupil concentration and overall well-being.

The three schools in this section show how a commitment to sustainable transport and the development of a School Travel Plan can lead to real changes that are of benefit to the school and to the local community.

- ✓ **John Ball Primary School** in Lewisham worked closely with the Borough Travel Plan Advisor to introduce its scheme and has integrated it with lessons throughout the curriculum.
- ✓ **New City School** owns a fleet of 400 bikes which it rents out to pupils at the school and runs a Saturday Bike Club which is popular with adults and children alike
- ✓ **Hackney Free and Parochial Secondary School** has taken the opportunity of changes to the road outside the front of the school to further its Travel Plan and has consulted extensively with children, their parents and the wider community on the proposals.

In the two years since John Ball launched their Travel Plan there has been a shift from walking to cycling to school and a small shift from being driven to cycling. In the summer term some sixty pupils a day are now cycling to school.

Background

The school has been involved in environmental projects for a number of years and started their Travel Plan in October 2004, which was a pilot for Lewisham Council. The School Travel Plan Advisor for Lewisham approached the school about the plan and helped with implementation.

Activities

The school's Travel Plan includes a cycle training policy, including who the training is for, equal opportunities, safety equipment that children wear, parameters of what can and cannot be done, ratio of children to adults, etc. The projects have proved a success and a positive experience for all pupils, parents and local community.

Cycling is integrated throughout the curriculum, including the PE curriculum where students have a half-day out learning how to cycle safely twice a week.

The popularity of cycling has been measured using IT skills, Year 4 pupils designed and conducted surveys of how children get to school, collated results and produced a report with pie charts. Maths skills were used to process data around distances and results from the survey.

In Art, pupils produced posters encouraging everyone to walk and cycle to school. Design Technology lessons involved students learning about bike maintenance, including how to use tools such as spanners, how to take wheels off bikes and how to mend punctures.

To keep bikes dry and safe a new bike shed has been installed. Parents need protection from the elements as well so a wet weather shelter was built for those who walk to pick up their children from school.

The school has made efforts to include parents and the local community in its sustainable travel initiatives. Local cyclists come into the school to teach children to cycle safely.

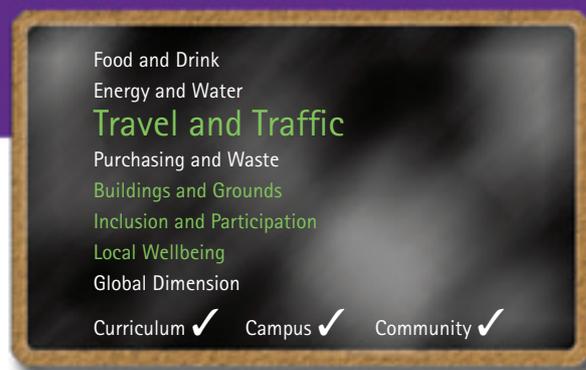
Police community wardens also come in and work with children on safety with cycling and walking to school. Cycle training for parents and regular family cycle rides are arranged, including a series of family cycle outings which are planned for the summer term in the evenings and on Sundays.

Benefits

The school's sustainable travel work links to all five outcomes of Every Child Matters and they have won the London School Environment Award and the London Cycling Campaign's London Cycling Awards as well as earning Healthy School Status. They have a School Travel Plan and it has been implemented successfully.

Nearly 300 children at the school have received cycle training, from basic to advanced, and while it is difficult to measure, teacher Tom Crispin said, "Cycling has definitely boosted the children and given them a sense of responsibility, as well as being a good way of burning energy." The school has also seen traffic congestion in the area reduce since the start of the programme.

One pupil's parent said: "My child has become much more aware of traffic since learning about road safety and cycling."



Challenges and next steps

There has been a reluctance from a tiny minority (1-2%) of parents to support the travel programme, the main reason cited being worries about safety and cycling.

The initiatives have also proved quite expensive but the school was able to do a lot of the projects thanks to £33,000 of funding by Transport for London.

Next up for the school is increasing the number of cyclists and running a project to accompany Year 5 pupils to their swimming lessons by bicycle, which will have a huge impact. This is due to start in the next school year.

The school is also trying to persuade Transport for London to build a pathway through the car park behind the station for cyclists and pedestrians as the current car park is dangerous and there is no direct pedestrian access.



Pupils enjoy learning about every aspect of cycling at John Ball School

New City School

Primary school, London Borough of Newham

It all started when a motivated teacher made a great find at the dump – now New City has hundreds of bikes and students who are excited to ride them.

Background

Five years ago the school started a bike club as an after school activity. Many children in this deprived area turned up for the club - without bikes. Class teacher Liz Bowgett lost her bike and went to the dump to try to find it. She failed to find her own, but saw dozens of bikes and asked if she could take them. She brought half a dozen back and fixed them up. Bowgett then ran a bike day and saw how delighted the children were with getting on a bike. So she decided to raise money to buy new bikes and has been doing so ever since. The school now has around 400 bikes, 200 of which are out in the community – children can hire them for £5-£15 per year.

The school created a travel plan two and a half years ago, the second review is now approaching. The school's playground was in need of renovation and as a result of the travel plan they were able to get £120,000 to completely overhaul the playground. This involved digging up the area and installing new drains, new surfacing, floodlights, markings for cycle tracks and new bike sheds with a high fence and secure cycle storage. Transport for London paid for the work to be done over the summer holiday to avoid disrupting the school.

Activities

In PE, cycling lessons are given for whole classes. Personal, Social and Health Education pupils learn how walking and cycling to school is a good way to get exercise and improve health, and in Maths class travel surveys are done every month. Students are not just learning to peddle, they have acquired bike maintenance skills as well. "Children are learning to fix bikes from the age of four even if it's just holding screwdriver when a hand is needed," said Bowgett.

Local Community Police come in school hours and on occasional Saturdays; their working hours have been changed to accommodate this. Local people come in to volunteer their bike repair talents, or to purchase a repaired bike.

Originally the school's cycle club was only in the summer, but then they started an 8am bike club one day a week and children would cycle in on that day. This helped students realise that it does not have to be summer for them to cycle and now a core of forty pupils cycle through the winter.

Eighty to one hundred children now attend the club every Saturday as well as thirty to forty adults. The adults are from different backgrounds and countries, and it is a good way for them to get to know each other. The cycling club gets the whole family out on rides – including grandparents, aunts and uncles. Ex-pupils often come back and help out.

The school staff have been very supportive. The Head comes and sees everyone off on cycle rides and helps with cycling lessons. Bowgett runs any decisions and plans past the Head, but otherwise she is given total autonomy. Risk assessment is conducted and, as the school is now a member of British Cycling, they have third party insurance and children can have personal insurance for £15 each per year, which is offered to parents.

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Benefits

There has been a 7% reduction in car use and 5% increase in cycling at the school.

Local people now visit the playground to have their bikes checked over. Many people had been cycling on unsafe bikes, with no brakes for example, and these problems will be fixed at the school thus making it safer for them and the community.

The school's work links to all five outcomes of Every Child Matters. In 2005 the school won London Cycling Campaign best cycling initiative for children and young people, and in 2006 Bowgett was named the Transport for London sustainable transport local champion. She has been named as the Cycle Touring Club volunteer of the year for London region and has been put forward as volunteer of the year for the UK. New City was given the status of cycling centre of excellence in Newham, which was a first in London. The school is planning to explore achieving Healthy Schools status.

Challenges and next steps

In the past, bikes were stolen from school grounds but the new high-fenced secure bike shed now prevents this. Unfortunately some of the bikes that are lent out by the school are stolen and the children get very upset about it.

Next on the school's wish list is to take classes for extra-curricular outings on bikes to the local sports centre to go rock climbing. They would also like more people to be able to join in the Saturday morning cycle rides, and have applied for £1,500 for more bikes from Go for it! a London Borough of Newham Grants Programme running until March 2008 with the 2012 Olympics in mind.



Tandem cycling is a great way to include all the family

Hackney Free and Parochial Secondary School

Secondary school, London Borough of Hackney

“People who produce a School Travel Plan can lose sight of why they are doing it - it is not just about the current buzz to reduce carbon emissions, it is more important to improve the children’s health and well-being,” said Greg Hodgson, Hackney Free’s Business Manager and Travel Plan Champion.

Background

Hackney Free has been looking at its Travel Plan for just over a year. Greg Hodgson is new to the role of Business Manager and is currently running a review of the School Travel Plan, which was started in March 2006. He has run a survey with each form class on how they come to school and their preferred method of transport. In September he instigated the Cycle2Work scheme in the school, a Government supported scheme that was introduced in 1999 as part of the Government’s Green Transport Plan, where staff can purchase a bike through their work with tax reduction incentives. Four staff members have already signed up.

The school is very committed to sustainability issues and is working towards being recognised for this.

Activities

The road in front of the school is to be narrowed by Hackney Council and reworked to include cycle racks which will also benefit the local community. The borough has brought these planned changes about after working with the school on the Travel Plan and identifying that vehicle speeds at the front of the school needed reducing as well as improvements in pedestrian and cycle facilities. The plans aim to encourage more people from the school community to use more sustainable transport, such as walking, cycling, public transport and car-sharing.

The proposed improvements include: creating a 20mph zone in front of the school, installing speed humps and speed tables, including level crossing points for pedestrians; making the whole road one way; installing a cycle lane to allow cyclists to cycle both ways; creating a large area of pavement outside the school with trees and cycle stands; and installing new paving slabs.

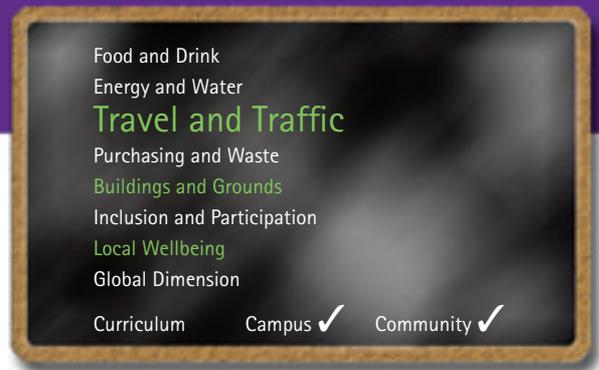
The consultation on the proposed changes has now closed and the school is looking forward to the changes taking place and linking into the Building Schools for the Future (BSF) changes that are planned for the start of 2008.

Parents were surveyed in the original Travel Plan and their preferences and concerns included in the document. The proposed changes have been circulated to the local community for response as part of the consultation. Currently the school is waiting on BSF to see what will be decided. The changes had to be communicated to the school’s designers as they will affect what the front of the school will look like from the road.

Benefits

The pupils were asked in the recent travel survey how they travel to school currently and how they prefer to travel to school. While very few pupils do currently cycle (five out of 715) over 100 said this was their preferred form of transport (in fact the most popular option in the survey), as well as many liking the idea of a school bus (73 pupils) and supporting the proposed changes to the street area accessing the school.

The tangible benefits are the physical changes to the street that the borough is proposing. There are other changes identified in the travel plan, but are currently waiting for BSF to be implemented to see what other changes can be made.



The school makes every attempt to link the outcomes in Every Child Matters to every aspect of their work and the room where the senior management team meets has a display highlighting Every Child Matters to help with this. The school was first awarded a Green Flag in 1999 and has renewed its award status again in 2002 and 2004. A Travel Plan was agreed in October 2006 and they received a Best Survey Work Award at the same time.

Challenges and next steps

While steps do get identified in the Travel Plan, implementing the plan is challenging with just one person responsible. The annual survey keeps it rolling, but it is difficult to take forward all the points to action. It is also a challenge to get all the data back from staff.

There is a need for a Travel Plan Champion in every school, someone responsible for bringing together all the work and putting the plans into action, otherwise the different sustainability aspects just get diluted.

The school is now looking towards 2008 and the changes to come with BSF. In the meantime they will continue to complete the annual Travel Plan surveys as well as bid for green electricity. The Travel Plan is available to view on the school website at

www.hackneyfree.hackney.sch.uk



Pupils prefer to cycle if given the opportunity

Purchasing and Waste **Doorway**

London generates an enormous amount of waste, the majority of which is thrown away to landfill. Although recycling figures in the capital are rising every year, the message of reducing and reusing our waste as well as recycling, needs to be reinforced. Large schools can easily generate close to a tonne of rubbish a week, a significant proportion of which is paper and food waste which can be recycled or composted.

Schools can easily reduce their waste by recycling and increase their pupils' understanding about the consumption of natural resources by looking closely at ways to reduce and reuse items first. Recycling, reuse and reduction make a significant contribution to reducing the carbon footprint of a product. In addition, by reviewing their purchasing choices they can make a real difference on the whole-life cycle of a product and its raw materials.

The three schools outlined in this part of the guide have taken significant steps to reduce the impact of their purchasing decisions and choices around dealing with waste.

- ✓ **Cardinal Wiseman RC School** in the London Borough of Ealing was able to reduce its waste by a massive 77% through engaging the whole school in a behaviour change project and forming a committed team of pupils to regularly reinforce the message.
- ✓ **The City of London Academy** in the London Borough of Southwark has shown what is possible when a school trusts a group of pupils to take the lead on addressing sustainability issues in their school.
- ✓ **Eldon Infant School** in Enfield shows how one teacher can make a big difference with a number of schemes being started in just a few months – all of which are already showing tangible benefits.

The Cardinal Wiseman RC School

Secondary school, London Borough of Ealing

As a result of their participation in Global Action Plan's Action on Waste programme, funded by London Councils, Cardinal Wiseman reduced the waste in their school by a massive 77%.

Background

The school started taking steps towards sustainability in 2005. Several graphic design students entered a competition 'Green Corridors' and won first and second place to design a logo and received a donation of a tree as a prize. Year 10 also participated in a British Airways programme about recycling. In October 2005 the school began working with Global Action Plan, and an eco team was formed.

Activities

The main steps the school has taken to reduce waste and review the impacts of purchasing choices on the environment are to purchase recycled stationery where possible and to recycle as much as they can. "While the whole school is involved in bolstering sustainability, the school's Eco Team 'Carbon Kids Care' meet two days each week and keep everyone motivated by being extremely enthusiastic, very committed and desperately keen," Business Links Manager Rosemary McNamara said.

Carbon Kids Care work hard to promote their activities. The team produced a video and PowerPoint presentation that explains the work they do on reducing waste and they use it in assemblies and in presentations to classes. At the end of every day one member of the team goes around the staff room and other classrooms emptying paper bins and turning off PC monitors.

The sustainability message is evident across the campus. Throughout the school you will find: 'Switch off light' reminders, posters with messages such as 'What on earth is a carbon footprint?' and students in each year group diligently emptying bins. There are paper bins in every classroom and recycling bins are outside with signposts around the playground pointing people in their direction. Can crushers can be found around the campus which students made from two pieces of hinged recycled wood and two jar lids.

Since 2006, sustainability has been made compulsory across all areas of the curriculum and examples of lesson plans must be given to the Deputy Head Teacher. The thread of sustainability is pulled through classes: the textiles class made bags from old clothes; PSHE designed recycling boxes for use at home; and Religious Education promotes and sells Fair Trade products. The whole school has a partnership with the Education Department in Cuba to promote Global Dimension.



Pupils at Cardinal Wiseman get their hands dirty to learn about their waste

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The school is greatly involved in improving its community. Cardinal Wiseman is a founding member of the West London Citizens' Organisation. Carbon Kids Care go to meetings and have raised issues such as street lighting in the development of the White City area. The team wrote a song about recycling and a play about litter and rats to support the 'Bin the Rats' campaign in Southall and performed these two pieces to a pre-election meeting of community members and councillors. This was so successful that it has become a local political issue. Ealing council has increased frequency of rubbish collections and introduced more bins on the street, the council has educated the community on waste, and food composting bins have been distributed. The rat population has since decreased.

Benefits

The first waste audit revealed the school was throwing away 202kgs a day from the classrooms and playground. By the second audit, a year later, they had reduced this to 47kgs, a reduction of 77%.

The Eco Team has given many students a focus and they have been able to take ownership of something valuable, which has increased their confidence. They work well together and appreciate teamwork. There is a ripple effect as students talk to parents about the issues and educate them. Many parents have now started recycling.

Students who do not shine academically have shone in this area of work. Dave Lawrie, Work Related Learning Manager said, "They understand the wider world and what's happening and they want to do something. This scheme means they are not shackled by academia and it gives them a voice."

The school's work links to all five outcomes of Every Child Matters, they hold a UNEP Award, they are working to achieve Eco School Status and they have a School Travel Plan.

Challenges and next steps

Ms McNamara said that all these efforts can be exhausting for the teachers involved. She said there is great pressure to attain academic achievements in the school and so most of the teachers' time is taken up with this.

The school has a lack of control over utilities. Their heating and water supplies are controlled by Ealing council who use the cheapest supplier, which keeps the school from using an eco-friendly supplier. The school is trying to overcome these restrictions by looking into wind turbines and solar panels but they need grants to purchase these. They hope to make renewable energy exciting by having big controls that show how much energy the school is putting back into the national grid.

The school has created a facility recognised as a West London 14-16 centre of excellence for food and hospitality to provide a greater capacity both in the curriculum and in the wider community. They would also like to teach culinary arts to both students and adults. Further goals for the school are to promote better understanding of lifestyle and healthy eating choices and engage with local growers and suppliers of quality raw materials and organic produce in order to complement the school's ethical stance on sustainability as part of Global Dimension.

The City of London Academy

Secondary school, London Borough of Southwark

Exceptional student-led work won The City of London Academy the Southwark Secondary School Environment Award within six months of beginning to address sustainability in their school.

Background

Administrative Assistant, Judi Allbury started to organise paper recycling in the school on her own initiative, and a Global Action Plan training day in February 2006 kick started the school's waste reduction programme.

The School Council was considering projects to get involved with when Allbury suggested the Southwark Secondary School Environment Award. They were very keen and she worked with them to get it started. "The whole thing is totally student-led and I'm there in case they get stuck," she said. It has now become so big that they formed an Eco Council that focuses solely on sustainability initiatives.

Activities

The school has excelled at the three R's of reduce, reuse, recycle. They have reduced their paper consumption by photocopying and printing double-sided. They recycle ink cartridges, plastic, mobile phones, Christmas cards, spectacles and CDs and offer a recycling service for local businesses including the BBC and primary schools. They have made great efforts to reduce the amount of stationery they use by making sure they are not wasting anything. "Not wasting things has become embedded in our ethos and we take better care of things now," said Allbury. They bought a recycle bin for their kitchen and they now compost kitchen scraps to reduce their food waste.

"There are so many small things we can do and they are all achievable in a day," said student Sam Bradley. Philanthropic recycling is employed by the school and old computers are donated to Computer Aid International and clothes are sent to developing world organisations. Students get reward points for donating their clothes, which they can use to buy recycled products.

As The City of London Academy is a brand new school the focus was on changing behaviour. Allbury said the key to this is making adaptations easy for everyone, to give solutions, and a chance to make a difference so that it becomes second nature.

The students have fantastic support from the top. The Head of the school likes to be updated regularly on the school's sustainability progress. The Student Council gives presentations to the governors regularly. "The Head hardly ever says we cannot do something. He sees our eco-friendliness as a badge of honour," said student Jack Cassidy. Southwark council has also been very supportive.

Jo Green, Sustainable Education Officer Southwark council said: "Pupil involvement is key to getting a green Eco Schools flag and is something that most schools find very hard to enable. The school should be congratulated for facilitating such genuine participation by the students."

Benefits

Thanks to their efforts the school now recycles 65% of their waste. The school has gone from using around thirty boxes of paper per week to ten, which saves them money as well as trees. At the start of the waste programme an audit revealed they were producing 40.62 kgs of waste per day. Within a year that was reduced to 17.2kgs per day, a reduction of 57.6%.

The Body Shop visited the school and Debbie Osborne, Grants Manager, wrote in a letter to the school following a visit: "We were

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very impressed by the school's waste reduction and recycling initiatives and were, I have to admit, slightly embarrassed to realise that our own practices need a bit of brushing up!"

Within the local community, there have been benefits as well, the school has built stronger links with the community through the Borough-led Junior Street Leaders scheme. When plans were being made for the school to be built there was initially a lot of resistance within the local community. "I think we've really turned that around and the local community has been quite surprised at how much we've achieved. I think they're happy to have us here now," said Cassidy.

The Eco Council wanted gardeners to help convert a piece of land into a garden with a pond and plants so they interviewed local community groups and companies and chose to work with Lever Market Residents Organisation who are now working on regenerating this piece of land. The gardeners really enjoy it and like working with the students. One day they even bought an old bird box in that they had found and donated it to the school.



Pupils measure a day's worth of waste at the City of London Academy

Challenges and next steps

They have had great success but there have certainly been hurdles for the school to leap along the way. Initially the premises staff were resistant to eco-initiatives and many teachers were reluctant to get involved as it seemed to be more work to do on top of an already packed schedule. However, the opposite proved true – there is now less rubbish to discard and departments have saved money, reducing photocopying and printing double-sided has halved their paper budgets.

City's Eco Council has been very successful, achieving everything necessary for their schools environment award within six months. Allbury emphasised however that the building was brand new, and an older school might face more of a challenge. She advised other schools to focus on a few things and make sure they are properly implemented and add other initiatives with time.

They are planning to get solar panels and a wind turbine. They would also like to switch to a green energy company but have found this is difficult since their energy use is so high that they have trouble sourcing a supplier. A biodiversity garden is currently being developed and they want to earn an Eco Schools Green Flag.

Eldon Infant School

Primary school, London Borough of Enfield

Eldon Infant School is an excellent example of how one teacher can make a difference. She revitalised an interest in sustainability in mere months and the benefits are apparent in the school's outstanding initiatives to reduce waste and increase recycling.

Background

The school has worked on sustainability projects in the past but these issues have been neglected in recent years. Marilyn Hall, Science Subject Manager, has only been in the school for several months but has kick started the work again.

Activities

All eco-initiatives at the school are in the early stages as the work had been neglected for some time and needed to be re-instigated. A few projects are underway and there are many plans for the future.

The school started collecting left-over fruit and vegetables in the classroom and staff rooms, which is used to make compost. Two of the dinner ladies from the local community work extra hours doing the gardening and the compost goes on the vegetable patch they are creating. A scrap project is also in the pipeline for pupils to create sculptures out of used materials.

Twenty pupils have become Eco Watchers and proudly wear a badge. Their role is to remind teachers that lights need to be switched off and doors shut when rooms are vacated, that interactive white boards are shut down when not in use, and every afternoon two Eco Watchers take waste outside to be composted.

While the school does recycle there is a plan to have recycling bins in all classes to further encourage it. There is also a drive to use both sides of paper when printing and photocopying.

The school is making efforts to get parents and the community involved and educated on environmentally-friendly waste practices. Parents were invited to an assembly on recycling and litter and the school has produced leaflets in minority languages for parents to encourage them to recycle at home. For many parents recycling is a new concept as they are from cultures that are not exposed to all the packaging used in London. To help further engage and educate parents the school plans to invite them to a presentation with the Borough Recycling Officer.

A local organisation provided an interactive performance artist called the Litter Detective who was paid for by Enfield Council. The Litter Detective did interactive assemblies for each year focusing on disposal of litter, recycling and composting.

Benefits

While they are new, the sustainability initiatives have already "raised the children's awareness of global issues and how small actions can collectively make a big difference to the global picture," said Hall.

The school has Healthy School Status and they are planning on developing a School Travel Plan this summer. Their work incorporates four outcomes of Every Child Matters: Be Healthy, Stay Safe, Enjoy and Achieve, and Make a Positive Contribution. 'Achieve Economic Well-being' is something that will be checked by the school in the future, it is too early to say if their work has affected that outcome, but "right now fostering good attitudes towards the environment is more important," Hall said.

Two gardening awards have been won by the school in the past, including the Enfield in Bloom school garden category for converting a derelict area into a garden.



Challenges and next steps

These are early days for Eldon Infant School, too early to determine what challenges they may face as they progress. There was some initial scepticism, however, this has now been overcome.

Goals for the near future include developing a Travel Plan and launching more initiatives to involve parents.



Clear labelling helps people recycle correctly

Buildings and Grounds **Doorway**

The buildings and grounds of a school offer huge potential for learning about sustainability. Schools need to consider the sustainable features of their buildings and grounds in any changes they make, as well as how to use and manage the school's estate efficiently. This should include considering using the school grounds for food growing, enhancing biodiversity and learning about sustainability through the features of the buildings.

Building Schools for the Future presents secondary schools with a unique opportunity to sustainably rebuild or renew their buildings, but throughout this guide readers will find many examples of schools that have created opportunities within the buildings and grounds currently available to them. The two schools in this section have very different stories to tell about how they are working towards the goals of this doorway with the resources available to them.

- ✓ **Ashburton Community School** in Croydon shows what can be done with a new building, including having the largest photovoltaic array on any building in the UK.
- ✓ **Preston Park School** in Brent worked with an old WWII air raid shelter to bring sustainability into the life of the school.

Ashburton Community School

Secondary school, London Borough of Croydon

Ashburton Community School is an incredibly eco-friendly facility – the solar panels, recycled rainwater, sustainable timber and other features are also used to teach pupils how going green can be great

Background

Ashburton Community School is in a building constructed just a year ago. The old facility was a 1950s building which was becoming increasingly difficult to maintain cost effectively and ineffective in terms of many sustainability issues, especially water and energy.

It is a Private Finance Initiative (PFI) building and has been built to the new PFI building standards and the Local Education Authority (LEA) insisted on high specifications for sustainability. A plan was submitted for PFI credits in 2000 from the Government that included alternative energy supplies including photovoltaic (PV) and two wind turbines. This was supported by the Department for Trade and Industry (DTI).

Activities

The school has the largest spread of PV cells in any building in the UK – it is two stories high and the top floor windows are a complete spread of PV panels. These feed electricity into the grid, reducing bills at source and allowing the school to tap into the energy during term time. There is a display in the main foyer showing how much CO2 is being saved and kWhrs generated per day. This data can be used during Science and Humanities classes.

The school's roof is a big expanse of aluminium and rain is collected in an underground reserve and pumped up to tanks and used to flush toilets. Again there are readings on water used and saved, which can be used in Science. Once the tank is full the water goes into the main drains as normal. Bris Soleil, a shading device that reduces direct sunlight from the sun and prevents overheating and the need for energy intensive air conditioning systems, is used in the building.

There are windows that mechanically open during the day but automatically close when it rains or there are high winds. All timber used in the construction of the school was from sustainable sources and there is under-floor heating in the sports hall, dance studio and main hall.

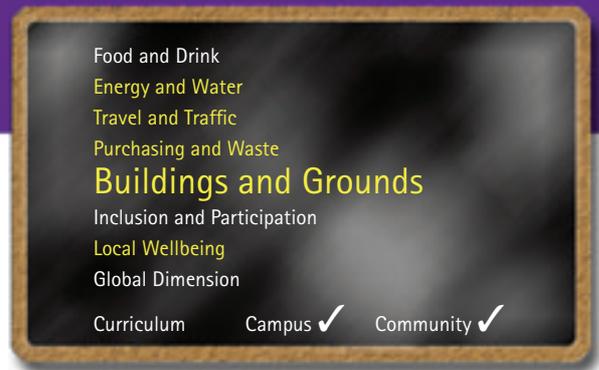
The whole building has a comfort cooling system, which recycles air from outside to keep the school naturally warm in the winter and cool and ventilated in the summer. Landscaping has been done around the building with the aim of preventing vandalism with trees and bushes planted to keep people away from walls.

Benefits

Ashburton School's sustainable structure is widely admired. Special visitors have included Environment Secretary of State David Miliband, the local MP and representatives from other boroughs and countries including Japan and Belgium.

Thanks to the school's sustainability initiatives they have saved money on their energy and water bills. Great reductions in paper have been made by introducing interactive white boards to all classrooms, eliminating handouts.

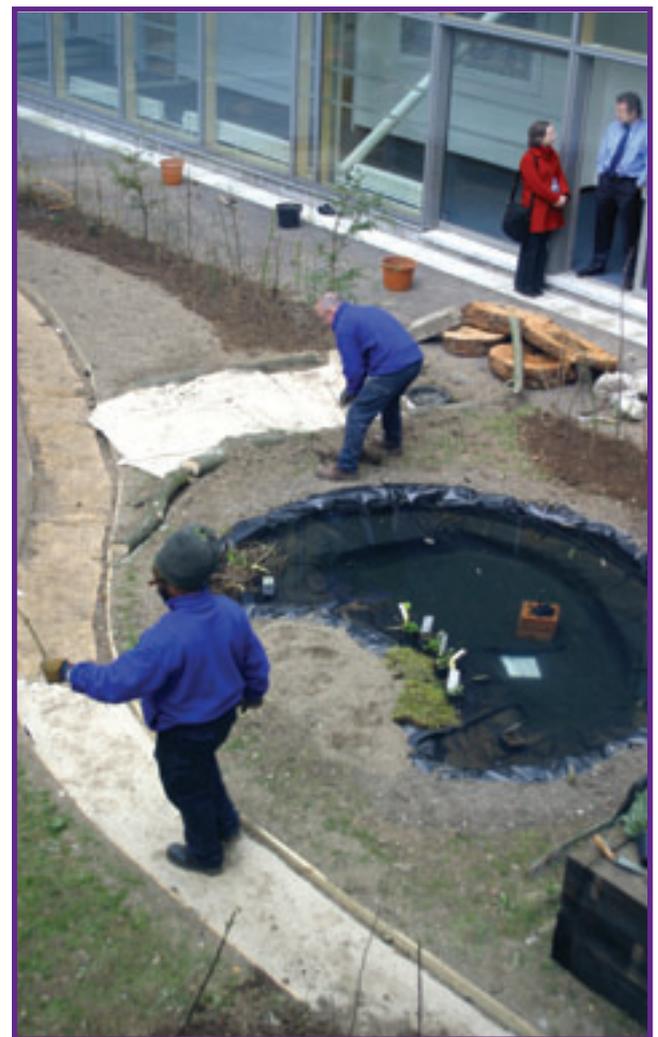
The five outcomes of Every Child Matters are intrinsic in everything the school does, including lesson observations, curriculum policy and schemes of work. The school has been awarded the Sports Mark and Healthy Schools.



Ashburton is part of a learning village and all partners had to include some submission within the contract that included a Travel Plan but they could not embark upon it in isolation. The school has done their part but they still need to integrate others. The initiative is run by the Local Authority and the Travel Plan was a condition of the contract for the new building. The new school building is part of Croydon's Agenda 21 and the school was open for visitors for the London Exemplar Open House day.

Challenges and next steps

There were early teething problems, such as with windows being kept closed for security reasons and with the building management system but these are being dealt with. There are eleven acres of playing fields, which are all metropolitan open land and cannot be touched. This has made it challenging to find a suitable site for a wind turbine.



Similar to Ashburton, the project at City of London shows that a new build can make space for landscaping and biodiversity

Preston Park School

Primary school, London Borough of Brent

A decaying World War II (WWII) bomb shelter on the grounds of Preston Park School has been renovated by students, who are gaining valuable lessons in history and building preservation through the project.

Background

Plans for a new build began at the school in the summer of 2005. What was always thought to be the caretaker's store was actually found to be an old World War II shelter.

The children were learning about WWII and Penney French, who was a parent governor and is now Learning Support Assistant and School Meals Supervisory Assistant, thought it would be a great resource for them. She spoke to architects and made sure that it was not knocked down and then set about seeking funding for transforming it into a working model. The idea was that it would be renovated to how it was in WWII - including computer generated sound effects of a siren. The children would learn about what it was like by having the siren going off and then going through the sheltering process that people would have done during WWII. In Oct 2005 they received a grant of £5,000 from Awards for All to renovate the shelter.

Activities

The school gave the shelter a new roof, reconnected the electricity and cleared it out – the contents were sorted and what could be used was rescued and the rest put in a skip. They white washed the inside of the shelter and wrote to people for donations to put on display inside it.

The project has benefited from the generosity of others. The Winston Churchill Museum donated posters and some residents donated gas masks. During the war a ship called the Benares, containing 111 evacuees was sunk, eight of whom were pupils of the school at the time. French found a model of the ship on eBay and when she left a thank you message with the reason for purchase on the site, her payment was waived.

A projector and computer were purchased which created sound effects in the shelter. It is now used to show relevant films, such as a Dr Who episode that took place in the Blitz.

There is a slope running up to the shelter, which was slippery, especially in winter, so it was developed into an allotment – which was actually how the slope was used in the war. To keep the recycled theme, the children wanted to design it using railway sleepers. Second hand sleepers contain creosote and as this is now a banned chemical in children's play areas, the school used sleepers made from sustainable forests and painted them to look like the originals. They grow strawberries, leeks, sprouts and herbs. "What better way for the children to learn about food than to see them growing in the ground? It really teaches them to care about things," French said. The school also benefits from a big courtyard garden that is home to chickens, as well as having a wildlife area with a pond which is home for fish and newts.

The community are actively involved in the shelter as well. The school holds a summer fayre when the shelter is open to the public. They also held a Parent Teacher Association event to raise money for the school. The local South Kenton and Preston Park Residents Association (SKPPRA) got involved and also donated some money. The school was built in 1932 and many of the residents had memories of the school. SKPPRA celebrated their 70th anniversary last year and wanted access to the shelter to celebrate so the school held an open day that included ex-pupils, councillors, pupils, teachers, parents and the association members.

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Inclusion and Participation

Local Wellbeing

Global Dimension

Curriculum ✓

Campus ✓

Community ✓

Since renovating the shelter the school has been properly commemorating Remembrance Day and they carry out a service similar to the one at the Cenotaph with all Year 6 pupils, who learn about WWII as part of the history curriculum, standing for two minutes silence when Big Ben chimes. Three Year 6 students lay wreaths that have been made by their class with parents, grandparents and residents association members also attending.

Benefits

Sustainability projects at the school have helped to improve the students' behaviour. Projects they are actively involved in such as digging in the allotment help them to get their aggression out and watering plants teaches them to care and look after things.

The school's work links to all five outcomes of Every Child Matters. They won the London School Environment Award twice for London Borough of Brent (2005 and 2006) and won an award from the London Children's Flower Society. The school has a Travel Plan and is working towards Healthy School Status.

Challenges and next steps

There is a potential issue around ownership of the land that the shelter stands on and the school is currently looking at its legal rights and hoping to save the shelter.

The Council would like to improve disability access in the courtyard although this will reduce the size of the courtyard. A meeting between the Council and the school to find a solution will be held shortly.



Saving a bit of history has provided Preston Park with a space for learning

Inclusion and Participation **Doorway**

London's diversity is celebrated through many of its schools in their position as centres of the community. Schools need to be models of social inclusion and places that welcome participation for all, as well as challenging exclusion and prejudice. Sustainable development encourages the growth of communities that care for, respect and understand all of their members.

- ✓ At **Ravenscroft School** in Barnet the pupils worked with Envision to develop an environmental programme for the school. This was then taken into the wider community by the pupils themselves who have benefited greatly from the experience.
- ✓ At **Godwin Junior School** in Newham, which has Beacon Status for Inclusion, the experience of embedding inclusion in the everyday life of the school has led to environmental benefits for pupils and the outside community.

The pupils at Ravenscroft School have realised they can have an influence on the world around them and that working as a team can effect change.

Background

Ravenscroft School has been running an extra-curricular programme with Envision, a charity that supports young people to develop the skills, awareness, confidence and motivation that lie at the heart of positive change, since October 2006.

The borough was enthusiastic and provided initial contact with Envision. There had been a high incidence of accidents in the local area and ongoing safety issues as well as environmental ones and a project to make travelling to school safer commenced. "The problem had been seen to be dealt with by the teachers but the students disagreed so they ran a campaign in response to this," said Rachel Urquhart, Schools Coordinator at Envision.

Students were given a presentation about the opportunity to get involved with an Envision project and made the decision themselves on whether to take part. They then designed the project themselves through meetings that involved consensus decision making and voting on ideas. This taught them respect for different peoples' ideas and set up an environment where any suggestion is valid, equality is fostered and they feel comfortable to have ideas. They decided what they wanted to be changed and the opportunity to be involved was open to everyone.



Everyone can get involved in sustainability, as the pupils at Gunnersbury demonstrate



Activities

Six students between the years of sixteen and seventeen met once a week with Envision to create environmental change in the school. The local community has benefited as well – the group recognised a need for improved recycling on a local estate and attended an Envision event at the London Assembly, asking the panel questions about what is happening in their area. "The students felt comfortable asking questions and asked them passionately", Urquhart said. Meetings have also been held with teachers which the students planned and instigated.

The pupils involved have dedicated their time and creativity to make travelling to school safer. They have reviewed School Travel Plans, including other students in this process. Currently the group is producing a documentary, which includes interviewing students and local residents. They aim to show the school, School Council and local council the documentary to illustrate what they are working towards.

Inviting Envision to the school has provided students with awareness about the wider community. Ravenscroft is on the edge of London and travelling to central London for the Future London conference, which focused on making London a greener city, allowed students to participate in London's development - they met students from other schools doing similar projects and discussed big issues such as the Olympics and climate change but also specific issues such as transport for under 18s.

Benefits

The students have gained confidence and presentation and communication skills through participating in a workshop on how to get the messages of the project across.

Student participation has boosted their freedom of expression. The work being conducted with Envision's guidance involves some students who have been excluded from school in the past and the project has helped with their behaviour and respect for others.

This project allows their voices to be truly heard, respected and acted on. "Many fickle consultations are done with young people and they are very aware of that. If they think it's another one of those they will not get involved" said Urquhart.

The students' work links to all five outcomes of Every Child Matters and they are coordinating a School Travel Plan.

Challenges and next steps

There were initial difficulties with some influential figures not taking on the students' message. However, the students overcame this by being tenacious and producing a lengthy, serious proposal. Support from volunteers was very reliable and helped the students stay motivated and overcome any hurdles they came across.

Once the student's documentary is filmed and edited the team plans to contact local press.

Godwin Junior School

Primary school, London Borough of Newham

Godwin Junior School pupils are very diverse - 33% of the students receive free school meals, 19% have learning difficulties or a disability, and 79% are from minority ethnic homes - yet every individual has benefited from efforts to encourage inclusion and participation.

Background

Inclusion and participation is well established in the school and is firmly embedded in the school's ethos. In 2001 the school was invited to become a Beacon School for Inclusion and in 2006 it received an 'outstanding' in every area of its Ofsted report and inclusion was highlighted. The school even has an Inclusion Manager, who is not class based.

'Godwin Junior is a highly effective and inclusive school, which gives its pupils an outstanding education in a stimulating, creative and exciting environment', Ofsted, 2006.

A kick start to focus on inclusion and participation was unnecessary at a school where thirty-five languages are spoken - these issues are "just what we do, it's what we are all about," said Head Teacher Nina Panayis. Work on sustainability began when the school entered the London Schools Environment Award in 2005 and received a distinction. Recently they looked at the eight doorways of sustainable schools and how they fit in with their school. The school has always been involved in the local community as diversity is embraced as part of inclusion.

Activities

Appreciating differences is at the core of many Godwin activities. The school's sustainability efforts are communicated throughout the campus in an array of colourful displays translated into multiple languages, including sign language, which all children learn the basics of. The school boasts an excellent music provision - including a school choir which has produced its own CD and they hold an arts week.

"Inclusion and participation is so much a part of what the school is that it is firmly embedded across the curriculum in all areas," said Panayis. "We have so many pupils of different cultures, abilities, disabilities - we are all members of Godwin School and everyone has the opportunity to develop, thrive and be involved."

One student has a twin sister who is severely disabled and finds communication very difficult, so she attends another school. Godwin School worked with her and her school for over three years. "She took part in all classes and assemblies, and by the end of three years she was attending Godwin three days a week. It was a proud moment for everyone," said Panayis. When she left Godwin at the age of ten she had more confidence, better social skills and improved in academic learning. If appropriate and of benefit then Godwin is prepared to work with children from other schools in a similar way.

To help them fully appreciate why school is important the pupils are involved in an 'embracing the futures' project, exploring various occupations. "It's not about getting the children to make any commitments to be, for example, a doctor but getting them to think about the purpose of school for the future and what skills they can carry forward," said Panayis. Guest speakers from various businesses come in and discuss their careers with the pupils at the end of the project.

Benefits

While many schools find inclusion a positive side effect of environmental initiatives, at Godwin the opposite has proved true - the inclusion and participation ethos that is firmly embedded in the school has led the school to become more environmentally friendly.



The school instils long-lasting respect for human rights, freedoms, cultures and creative expressions through everything they do. "We are seen as a school that values the individual," said Panayis.

The school's work links to all five outcomes of Every Child Matters and they have won the following awards: International School Award, London Schools Environment Award, Quality Mark, Quality in Study and Support, B and T Speaking and Listening. They also have Healthy School Status, The Eco Schools Silver Award, and a School Travel Plan has been implemented.



Inclusion and participation are part of everything they do at Godwin School

Challenges and next steps

The ethos of inclusion means there are very few barriers and everyone works together to overcome any that exist, there is a strong staff team who take collective responsibility. The Learning Mentor works with children with barriers to learning and provides one-to-one support.

The school next plans to look more carefully at their energy and water use. In 2005 the school won the London Schools Environment Award with distinction. They plan to enter again, this time focusing on water. They also hope to delve further into the other 'doorways' and establish where they are with each one and how the curriculum can be adapted to include them.

Local Wellbeing **Doorway**

Increasingly schools are embracing their role as a centre for the local community. Pupils benefit greatly from initiatives and opportunities that enable them to actively participate as citizens in their community. They value the opportunity to take part in projects that improve their local area and to improve the environment for all to enjoy.

As can be seen from previous doorways, many of the schools in this guide have made links to their local community. Projects and initiatives that encourage parents and communities to play a positive role in the school enable all parties to benefit from the work that is done, as shown in the following two case studies.

- ✓ **Charles Dickens School** in Southwark is using gardening and their garden as tools to teach about healthy eating, caring for the school environment and connecting with the community.
- ✓ **The Petchey Academy** in Hackney has linked some of its sustainability initiatives to local residents groups, enabling young and older people to meet and improve the areas where they live.

Charles Dickens School

Primary school, London Borough of Southwark

Charles Dickens is helping plant the seed of sustainability in pupils and staff by using gardening as a tool to teach about healthy eating, caring for the school environment and connecting with the community.

Background

Sustainability initiatives have been at Charles Dickens for about eight years. It all began thanks to the unwavering passion of one teacher determined to make the school environmentally sound, so much so that she raised the issue at every meeting held. The whole school was behind her from the start. While she is on maternity leave, teacher Teddy Crane has taken over her role in leading sustainability initiatives. "I'm not a gardener and am a complete novice to this activity so I was a bit nervous about taking on the responsibility, but within a week I was really excited about it," he said.

Activities

By developing green fingers the pupils of Charles Dickens are learning about the environment and healthy eating, and creating bonds with the local community. There is a new plot of land for the school where fruit trees have been put in large pots and the school gardens are very regularly planted and tended to. The school is regenerating a community pond and planting an orchard, which will provide trees for the area. Pupils produce and write a newsletter that goes out to parents, governors and community organisations, which will include a report by the 'Orchard Wardens' about the planting day.

The ethos of well-being is sown throughout the school. Lessons in healthy eating teach pupils how to grow vegetables and they take them home or have them for lunch, for example last year they grew and cooked potatoes. In Maths they learn about weighing and measurements, while in Science they find out about how plants grow and where our food comes from. A healthy eating mosaic was created in the playground as part of Art class. Students did a data logging exercise in Science to monitor energy use. Sustainability lessons are taught to everyone - Years 3 and 4 learn about waste and recycling, Years 1 and 2 do gardening as part of Science and early years learn about recycling and paper.

The school's energy bill for 2006 was £17,000 and now Years 5 & 6 children are recording and logging all of the energy the school is using so far this year so they will be able to see at the end of the year if they have made any savings.

The school worked with Bankside Open Spaces Trust to hold a planting day on a local street with twenty parents. Parents, and eventually the community, will have access to the garden. Last year the school held a Great Veg Give Away in partnership with Bankside Open Spaces at which parents received a free plant in return for planting a vegetable. Participants were also treated to a vegetable barbecue.

Benefits

The school has found gardening easy to teach and work into the curriculum. Everyone can participate and being outdoors is great for pupils and teachers. "Most of the children live in flats with no garden so this provides a resource for the whole school community and places the school in the heart of the community," said Saravu Shah, Community Programmes Officer at Groundwork.



The knowledge learned is passed down and children gain a sense of responsibility. Through integrating this work into the lessons the sustainability message is repeated and it becomes natural for the children and teachers. Crane said that teamwork and the fact that the projects are very pupil-centred is key to success. One thing can snowball into something else so that eventually everything becomes connected and sustainability is integrated throughout the school. Starting with the practical through gardening and then learning about food miles and local food, means that these make more sense to the children.

Work has linked to all five outcomes of Every Child Matters. The school is through to the final round of the DCSF Teaching Award for Sustainable Schools. They also won the London Schools Environment Award two years in a row (2004 and 2005) and have Healthy Schools status. It is the first school in Southwark to get Eco Schools Green Flag award.

Challenges and next steps

The plethora of information and events focusing on making schools sustainable can be overwhelming for staff and cause confusion. The different plans, initiatives, ideas and bodies out there can make it all become a bit bogged down and frustrating.

The bureaucracy of all the action plans that have to be produced can cause teachers to analyse and plan new initiatives too much, finding possible risks, rather than actually implementing them. Mrs DeQuincey the Head Teacher said: "You need to keep upbeat and always put the vision out there. We have a strong belief in active learning. Sometimes you need to just be brave and take action, to think let's just do it!"

The school has experienced problems with the land and they would like to close the road in between the playground and the garden. The school owns all the land but there are planning issues attached to the road. There was also opposition from a local business which said it would be affected by the closure. However the closure is going through.

This year the school wants to set up a shop for parents where they can buy vegetables, ideally this will be extended to the wider community and involve those who can help out in some way.



Charles Dickens pupils and families work to regenerate an abandoned space in their local area

The Petchey Academy

Secondary school, London Borough of Hackney

Students at The Petchey Academy have spent quality time with housing association residents in Hackney, planting garden beds and swapping ideas about how to be more sustainable.

Background

Since July 2006 sustainability has been a part of The Petchey Academy's enhanced curriculum. September 2006 saw the launch of the school and ecoACTIVE worked with the school to address sustainability from the outset. The school is new, so everything is at a very early stage with the school and charity working together to develop initiatives.

Ms Hattersley-Smith, Assistant Vice Principal who joined the academy in June 2006, has a keen awareness of sustainability and wanted to make it a crucial part of the curriculum, helping students prepare for exams in active and productive ways. She met with ecoACTIVE on her first morning and the actions have progressed ever since.

Activities

The school has initiated activities that aim to help improve the environment and quality of life for local people. "We want our students to be able to compete with everyone and to be given every possible opportunity both academically and socially," said Fiona Hattersley-Smith.

The school day finishes at 4pm and Monday to Thursday all pupils have an extended curriculum, which has sustainability issues embedded in it: they learn additional languages (Mandarin, Arabic, Latin, French); and receive extra help in Literacy and Numeracy.

All students learn Spanish and on Wednesday afternoons for two hours students choose from a variety of activities including yoga, art therapy, Taekwondo and film production.

The Think Green Team and Active Community are two groups which are part of this enhanced curriculum and have combined on several occasions. In Numeracy, there has been a unit on lifestyle changes and habits, and the Green Team is in the process of building on this to start a project for the whole school to be run as a competition between school 'houses'. The project involves everyone trying to achieve green household and community behaviours wider than just within the school.

The Think Green Team, comprising of twenty 'Student Warriors' who meet once a week for two hours, involve as many students as they can and gardening is a good way to do this. The team has partnered up with a group of older people at a residence run by Hanover in Hackney, a provider of housing and support services for older people in Hackney, where they are working on green issues as part of a community project with Global Action Plan. Both of these teams are in the early stages of learning about sustainability and making changes to their surrounding area, so it was a good opportunity for an exchange of ideas in the early planning. The school had their new garden patch to plant and the older people recently had raised bed boxes built, so a decision was made to link up. The students prepared a presentation and talked about their project and the residents contributed their ideas. There was a sharing of items made from recycled materials and ideas about reducing and reusing. Students then finished off the visit by helping to fill the raised beds.

"The focus was on an exchange of ideas in relation to the similar projects as they are both at early stages," said Fiona McAllister at ecoACTIVE.

The tenants at Thirlmere were thrilled by the experience: "We really enjoyed spending time with the children from the Petchey Academy, hearing about their environmental project and telling them about

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Global Dimension

Curriculum ✓ Campus ✓ Community ✓

our Eco Team. It was great to see that the younger generation is so knowledgeable about this important subject. Some of us do not get to spend a lot of time with different groups of people, especially the young, so the day was important to us in this respect also. We thought they were a very polite and friendly group and we are very keen to have them back if they want to come."

Benefits

The school's work links to all five outcomes of Every Child Matters. They are working toward International Kite Mark and Healthy School status, which is on target for April. They also have a School Travel Plan.

The school's strict behavioural policy means that incidents, isolations and negative comments have decreased while positive comments have increased. On school trips people often comment that they are impressed by the students' behaviour and Transport for London has given positive feedback on the students.

Challenges and next steps

The only challenge has been matching the different schedules and cultures of working; school versus the community. There are different norms, for example the older people welcomed them and provided coke and snacks, which is in conflict with the school's stance on healthy eating.

The school is in temporary accommodation at the moment, with limited space, but when they move into the new school they plan to open up facilities to the local community. Many sustainability initiatives are being planned for the new building. The new school's entrance will be opposite a local green and the Think Green Team want to explore what they can do to enhance and work with that area.



Sharing ideas about sustainability links generations in the Hackney community

Global Dimension **Doorway**

Sustainable development is a global issue and cannot be addressed in isolation from an understanding of how our daily lives impact on other people, countries and the global environment. Poverty and climate change are huge global and local challenges.

Schools have an important role to play in instilling an awareness of the parts we all play as global citizens and the impact of our actions, as demonstrated in the following two case studies.

- ✓ **Lampton School** took part in a cross-borough project and is just one of the many schools involved who gained an understanding through working with schools in Uganda.
- ✓ **Wimbledon Park School**, on the other hand, has been working hard to address issues in their local environment and providing opportunities for biodiversity. They have made the links to the global dimension almost without being aware they were doing it through looking at the bigger picture of endangered species conservation.

The school's global dimension programme was kicked off by a former teacher who returned to his home country of Uganda to teach, but wanted to keep in contact with Lampton. An international partnership was forged.

Background

Lampton School has had a significantly mixed cultural intake for many years – the interest in 'all things global' has continued to be an integral part of their ethos. Since the mid 1990s the school has been holding assemblies on various cultural backgrounds, and have posted world maps in corridors showing where Lampton students' families originate from. They have been keen supporters of Comic Relief and have also had a focus on Oxfam, the Variety Club, a local Hospice, Great Ormond Street Hospital, and others at various times. Students usually support two or three non-uniform charity fundraising issues per year and learn about the topics surrounding them.

Activities

The school is working to support the global environment and communities in a variety of ways. Through fundraising the school has helped those less fortunate than themselves and taken the opportunity to learn about the causes they are supporting.

When the Indian Ocean tsunami occurred the school decided to raise money and donate it specifically to a school in Sri Lanka rather than to a charity. They researched schools, found out the effects of the tsunami and decided for themselves where their money would go. They were engaging with the school, the country and the issue in a way that they would not have done otherwise.

They have also established a link with a school in Uganda and have exchanged correspondence and photos. Lampton students held a non-uniform day and raised £1,000, which was put towards building a new classroom for the Ugandan school. They also sent webcams and PCs to the school and paid for the connection with telephone lines and electricity, and will pay for the web connection. Then they learnt that coffee is Uganda's biggest export and decided on a Fairtrade coffee project to really learn about all the processes involved. These projects have grown through the School Council's discussions and pupils coming up with fundraising ideas and have been a psychological boost for both sets of students.

On Red Nose Day at Lampton everyone wore red to school and they formed a 'circle of red' in the playground involving 1,500 people. The local MP attended and they raised nearly £4,650 on the day with a raffle and donations coming in afterwards and bringing the total up to in the region of £5,000. There are so many requests for fundraising initiatives from students now that they have to be monitored and students have to put forward a proper proposal as they simply cannot do them all.

Benefits

In 2005 the school achieved the Eco Schools Bronze Award and received accreditation for the Silver Award in November 2006. Technology teacher, Amandeep Chana leads the Student Environment Group, which is part of the School Council and which is currently working towards the Green Flag Award. They hope to be able to have their inspection visit for this in autumn 2007.

Amandeep has also led on the School's Travel Plan. Hounslow have an excellent School Travel Plan Coordinator who is leading many schools on this. Amandeep did the bid with the students and with the coordinator's support they received a grant for £10,000 in 2006/07 to put the School Travel Plan into action. The school also received several additional bike racks from the Greater London

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Authority (GLA) due to its successful Travel Plan. The number of bikes ridden to school has increased since they have encouraged more use and provided bike racks.

Since the school began its global and sustainability initiatives, attendance has increased and the work has added value to the school and the students. There is a general feel good factor around the work they are doing. Les Carswell, Deputy Head said: "80% of careers that the students will be doing in the future have not been invented yet and we want our students to develop the skills needed for those jobs." Important skills for the future are HR, presentations, communication, organisation and multi-tasking skills. The world is changing quickly and our students use technology that we didn't have." The school makes efforts to be innovative and makes the most of this technology rather than seeing it as anti-learning.

The school's work links to the Enjoy and Achieve, Make a Positive Contribution and Achieve Economic Well-being outcomes of Every Child Matters. The school also has Healthy School Status.



As part of learning about the Fairtrade process Lampton pupils received 65kgs of unprocessed coffee beans from Uganda

Challenges and next steps

Costs have been a challenge for the school and students. The affordability of technology is an issue for many of the children. Everyone likes the idea of everything being Fairtrade within the school but it can be more expensive. So Lampton does not as yet source all its drink and food from Fairtrade.

Their next goal is to get the Fairtrade coffee project, currently in research stage, up and running. Rather than just learning about what Fairtrade means in terms of its branding, the teachers want the students to gain an in-depth understanding of the whole process. So they asked their former teacher who is now Head at the Ugandan school to get the students to buy some coffee beans direct from the grower and send them to Lampton school. A few weeks later a 60kg bag of beans arrived, still in their husks and straight from the bushes. The students are now faced with the challenge of removing the beans from their husks as a way of learning about the first part of the Fairtrade process. They will then learn about other areas of Fairtrade by roasting the beans and making their own coffee to sell in the school cafeteria.

Wimbledon Park School

Primary school, London Borough of Merton

Wimbledon Park School has been fortunate enough to have consecutive Head Teachers who are passionate about making the school a model of sustainability and ensuring pupils understand that the issues are of global importance.

Background

Wimbledon Park has been addressing sustainability issues for many years, and was one of the first Eco Schools in the UK. Head Teacher, Dee Russell joined the school six years ago - its eco-stance is what attracted her to the school as she had implemented environmental initiatives in her last school. The previous Head of the school was very interested in sustainability and implemented many initiatives.

"It's about having a shared vision," said Russell. "Sustainability is a way of life, a philosophy, having people around who think it is important."

Activities

Students at the school learn about climate change and how it links to the endangerment of species and other problems in the world. They not only learn about threatened animals, they also campaign for their survival. For example, the students have kept trout in a tank and watched them grow from eggs to full sized fish. This month they released all the trout into the local River Wandle. The school is involved with JETSET, a local environmental group regenerating the River Wandle – they adopted part of the river and are re-introducing native species of plants and trees. This project was a good example of how such an exercise can be incorporated across the curriculum. Year 1 studied the fish in Art and painted them while Year 6 learnt about fish in Science and Year 2 did flow charts of the trout's lifecycle.

Students also learnt about dolphins and whales and how the fishing practices in Japan affect them. Their project involved writing to the Japanese Ambassador, Japanese Government, the BBC and Tony Blair (who wrote back). Other lessons in international scope included how climate change is endangering the polar bear, and learning about the lives of Brazilian street children. Fundraising has been orchestrated as well, for example one day the students donated money to pay for lunch for a homeless child in Lagos, Nigeria.

The school aims to educate children to be responsible, considerate people who care for other people around the world, animals and the environment. Pupils learn to care for each other and their school environment, to reach out to the local community and learn to make the link between local action and global problems.

There has been fantastic support from parents and governors for the school's sustainability programmes. They have two eco governors, one of whom has been given an eco-friendly award. Teachers are also involved in developing the school's vegetable plot.

Benefits

All five outcomes of Every Child Matters are covered by the school's work. They have also been awarded the Gold Arts Mark, Basic Skills Mark, European Eco School, Merton in Bloom, London in Bloom, Curriculum Project of the Year, and Green Guardian School of the Year. The school has Healthy Schools Status, a School Travel Plan, and an Eco Schools Green Flag.

While these awards are a great achievement for the school, staff say that the projects they have run have brought about improved behaviour in pupils. The children truly listen and get involved in what happens at the school. This helps them develop emotional intelligence and self esteem. There are clear simple rules, which are displayed throughout the school and include an eco code.

Developing a 'sustainable school' has transformed the school into a creative and innovative learning environment for the pupils. It has

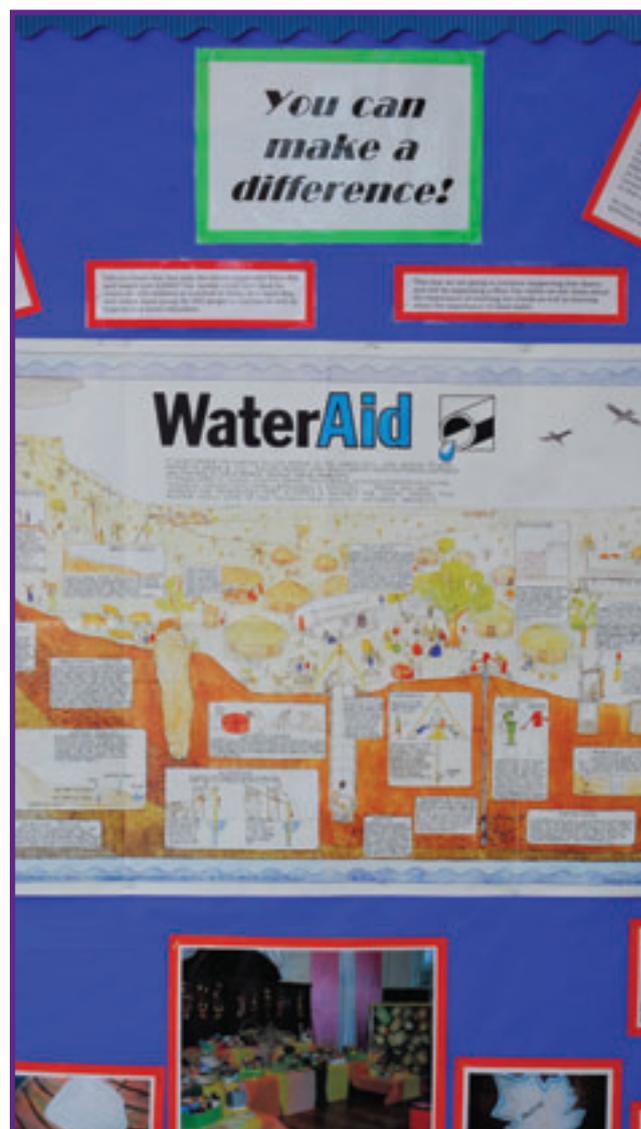
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put the school at the heart of their vibrant cosmopolitan community and raised standards of attainment. The children have grown in confidence and become articulate champions of the environment and saving the planet for the benefit of future generations. Now the children lead the sustainability agenda because pupil-led environmental committees have been established.

Challenges and next steps

The school said that they have not faced any notable challenges carrying out sustainability initiatives. In future they would like to recruit a learning mentor who would take pupils out of the class if they are having problems. This person would also be available to support staff who might be having problems and work with them. They are planning to create victory beds in an area in the garden that was used for these type of beds during WWII.



Displays around the school help encourage pupils to think about global issues

Summary

All the schools in this guide show how using sustainability as a component of daily school life can, and does, enhance opportunities for students, staff and wider community to learn about the world in which we live and our impact on it.

Each case study describes different ways that schools are exploring sustainability, from small groups of students participating in a workshop on water awareness to whole-school approaches to learning through many of the doorways of the Sustainable Schools Framework. Many of the schools talked about the underlining benefits of this work, about the improvements in individual and whole school behaviour, the raising of self esteem, and the sense of pride in achieving a goal as a team.

It is important to remember that sustainability is not just about the environment. It is about safe, happy and healthy individuals and communities, which respect people and the environment both locally and globally. The world we live in is changing. We have come to realise that our current way of life is unsustainable and the global community is sending us those messages clearly. By working together, taking positive steps forward from where we are currently, we can all play our part in reconciling these issues and securing a sustainable future we can all enjoy.

Sustainability, like learning, is an ongoing journey with all schools at different points along the path. We hope this guide is a tool to inspire students, teachers, governors, site managers and administrators to explore the doorways and to grasp the benefits and possibilities of becoming a Sustainable School.

Developing Sustainable Schools in London

This case study guide highlights just some of the many positive activities and initiatives on sustainable schools taking place across London. In addition, there are a number of beacon schools for sustainability in London such as Charles Dickens School in Southwark, mentioned in this guide, and Argyle School in Camden, which was used as a case study by DCSF.

However, there is a lot more which can and should be done and the Government Office for London wants to support schools and help them achieve the Government's aims and objectives on sustainable schools. Individuals interviewed in this guide shared their ideas on how Government Office for London can help. These ideas ranged from step-by-step guides through to providing opportunities for communication between students and senior management.

The Government Office for London will be looking at all the suggestions raised and exploring ways they can further support schools. This includes developing a Sustainable Schools work programme and establishing a London Sustainable Schools Forum to help build capacity and a London-wide support network.

Glossary

Building Schools for the Future (BSF)

BSF is the biggest single government investment in improving school buildings for over 50 years. The aim is to rebuild or renew every secondary school in England over a 10-15 year period.

Carbon Footprint

Carbon footprint is a measure of the impact human activities have on the environment measured in terms of the units of carbon dioxide produced.

Cycle to Work Scheme

To promote healthier journeys to work and to reduce environmental pollution, the 1999 Finance Act introduced an annual tax exemption, which allows employers to loan cycles and cyclists' safety equipment to employees as a tax-free benefit.

DCSF International School Award (ISA)

The Award is an accreditation scheme for curriculum-based international work in schools. The ISA scheme offers a framework within which to form and develop international partnerships and achieve curriculum goals. It recognises and rewards the integration of global issues and awareness into the curriculum at a number of levels.

DCSF Teaching Award for Sustainable Schools

The Teaching Awards are an annual celebration of teaching and learning and feature the DCSF Teaching Award for Sustainable Schools. The awards are open to all education establishments in England, Wales and Northern Ireland teaching pupils between the ages of three and eighteen.

Eco-Schools

Eco-Schools is an international awards scheme for schools that recognises their environmental achievements against set criteria. The Awards include the Bronze, Silver and Green Flag Awards.

Every Child Matters: Change for Children

Every Child Matters is a new approach to the well-being of children and young people from birth to age 19. The aim is for every child, whatever their background or circumstances, to have the support they need to: be healthy; stay safe; enjoy and achieve; make a positive contribution; and achieve economic well-being.

FAIRTRADE

The FAIRTRADE mark is an independent consumer label which appears on products as an independent guarantee that disadvantaged producers in the developing world are getting a better deal.

Healthy Schools

The Healthy Schools initiative is a partnership between the DCSF and Department of Health. Healthy Schools helps children and young people to reach their potential by building on a solid foundation of health to do better in learning and in life.

London Cycling Awards

Run by the London Cycling Campaign, the Awards recognise outstanding cycle facilities, community cycling initiatives and initiatives for children and young people across London.

London Schools Environment Awards

The Awards are open to all London's primary schools to develop children's sense of responsibility for their environment. Each year prizes are awarded to two schools in each of the 33 London boroughs – 66 prizes in total.

School Travel Plans The School Travel initiative is a partnership between the DCSF and the Department for Transport. It promotes safe and healthy journeys to school which in turn, can also help to reduce the use of the car and impact of the 'school run'.

Sustainable Consumption and Production (SCP)

SCP is about achieving economic growth whilst respecting environmental limits, finding ways to minimise damage to the natural world and making use of the earth's resources in a sustainable way.

Sustainable Development

The UK Sustainable Development Strategy Securing the future states the goal of sustainable development is 'to enable all people throughout the world to satisfy their basic needs and enjoy a better quality of life without compromising the quality of life of future generations.'

United Nations Environment Programme (UNEP)

The UNEP is the voice for the environment in the United Nations system. It is an advocate, educator, catalyst and facilitator promoting the wise use of the planet's natural assets for sustainable development.

United Nations Children's Fund (UNICEF)

The UNICEF works in 191 countries through country programmes and National Committees to promote health, education, equality and protection for children and young people.

World Environment Day

World Environment Day, celebrated each year on 5 June, is one of the principal vehicles through which the United Nations stimulates worldwide awareness of the environment and enhances political attention and action.

Useful Contacts

Food & Drink

Caterhouse

T: 020 8841 9958

W: www.caterhouse.com

Kent Frozen Foods Ltd

T: 01622 612400

W: www.kff.co.uk

London Regional Healthy

Schools Coordinator -

Government Office for London

T: 020 7217 3207

London Public Sector Food
Procurement Initiative
Coordinator -Government
Office for London

T: 020 7217 3163

Soil Association - Food for Life
Team

T: 0117 314 5000

E: info@soilassociation.org

W: www.soilassociation.org/foodforlife

Useful websites:

www.healthyschools.gov.uk

www.defra.gov.uk/farm/policy/sustain/procurement/index.htm

Energy & Water

Aqualogic (WC) Ltd

T: 08708 50 37 57

E: info@aqualogic-wc.com

W: www.aqualogic-wc.com

Carbon Trust

T: 0800 085 2005

E: customercentre@carbontrust.co.uk

Creative Environmental
Networks (CEN)

T: 020 8683 6807

W: www.cen.org.uk

Energy Savings Trust

T: 020 7222 0101

W: www.energysavingtrust.org.uk

Thames Water

W: www.waterinschools.com

WaterAid

T: 020 7793 4500

W: www.wateraid.org.uk

Travel & Transport

London Cycling Campaign

T: 020 7234 9310

W: www.lcc.org.uk

Sustrans

T: 020 7336 8203

E: london@sustrans.org.uk

E: schools@sustrans.org.uk

W: www.saferoutestoschools.org.uk

Transport for London

T: 02070272939

E: sta@tfl.gov.uk

W : www.tfl.gov.uk

Purchasing & Waste

Global Action Plan

T: 020 7405 5633

E: all@globalactionplan.org.uk

W: www.globalactionplan.org.uk

Waste Watch

T: 020 7549 0300

E: info@wastewatch.org.uk

W: www.wasteonline.org.uk

Useful websites:

www.capitalwastefacts.com
uk.freecycle.org

Buildings & Grounds

Learning Through Landscapes
W: www.ltl.org.uk

Open House London
www.londonopenhouse.org/learning/home

The Woodland Trust
T: 01476 581111
E: education@woodland-trust.org.uk
W: www.woodland-trust.org.uk

Website for teachers: www.wildaboutwoods.org.uk provides free resources for use either on-line or to download.
Hedge and Copse packs: www.woodland-trust.org.uk/hedge
For general schools/education information: education@treeforall.org.uk
T: 01476 581106

Trees for Cities
T: 020 7587 1320
E: info@treesforcities.org
W: www.treesforcities.org

The Churchill Museum and Cabinet War Rooms and the South Kenton and Preston Park Residents Association have also participated with Preston Park School in this doorway.

Inclusion & Participation

Envision London
T: 020 7974 8440
E: vision@envision.org.uk

Local & Well-being
Bankside Open Spaces Trust
T: 020 7261 1009
E: info@bost.org.uk
W: www.bost.org.uk

ecoACTIVE
E: ecoactive@tiscali.co.uk
W: www.ecoactive.org.uk

Global to Local
W: www.globaltolocal.com

Groundwork UK
T: 020 7922 1230
E: london@groundwork.org.uk
W: www.groundwork.org.uk

Global Dimension

Comic Relief UK
T: 020 7820 5555
E: red@comicrelief.org.uk
W: www.comicrelief.org.uk

Fairtrade Foundation
T: 020 7405 5942
E: mail@fairtrade.org.uk
W: www.fairtrade.org.uk

OXFAM
T: 0870 333 2700
W: www.oxfam.org.uk

TRAID
T: 020 8733 2580
E: info@traid.org.uk
W: www.traid.org.uk

Variety Club
T: 020 7428 8100
E: info@varietyclub.org.uk
W: www.varietyclub.org.uk

General

BTCV
T: 020 7278 4294
E: london@btcv.org.uk

Government Office for London
- Sustainable Development Unit
T: 020 7217 3111
W: www.gos.gov.uk/gol
E: sustainableschools@gol.gsi.gov.uk

Great Ormond Street Hospital
Children's Charity
T: 020 7239 3000
W: www.gosh.org

Greater London Authority (GLA)
- London Schools Environment
Award

Projects Officer

T: 020 7983 4384

[www.london.gov.uk/mayor/
education/lsea](http://www.london.gov.uk/mayor/education/lsea)

London Wildlife Trust

T: 020 7261 0447

E: enquiries@wildlondon.org.uk

WWF-UK - Education

T: 01483 426444

W: www.wwf.org.uk

The Royal Society For The
Protection Of Birds (RSPB) - BBC
Breathing Places Manager

T: 01767 680551

W: www.rspb.org.uk

Useful websites:

Building Schools for the Future:
www.bsf.gov.uk

Eco-schools: www.eco-schools.org.uk

Every Child Matters: [www.
everychildmatters.gov.uk](http://www.everychildmatters.gov.uk)

Growing Schools: [www.
teachernet.gov.uk/
growingschools](http://www.teachernet.gov.uk/growingschools)

Healthy Schools: [www.
healthyschools.gov.uk](http://www.healthyschools.gov.uk)

Friend of the Earth: [www.foe.
org.uk](http://www.foe.org.uk)

Borough Link Officers (London Schools Environment Award)

Borough Link Officers may be able to put you in contact with local services and groups and support you in implementing sustainability initiatives in your school. You may also be able to contact your local Schools Travel Advisor and Healthy Schools Advisor through these officers.

Barking and Dagenham

Tel: 020 8227 5680

Bexley - Bexley Education
Business Partnership

Tel: 020 8303 7777

Brent

Tel: 020 8937 5292

Camden

Tel: 020 7974 3727

City of London Corporation

Tel: 020 7606 3110 x2352

Croydon - Environment and
Sustainability Team

Tel: 020 8760 5640

Ealing - Environmental Services

Tel: 020 8825 9902

Greenwich - Recycling
Education Officer

Tel: 020 8921 6860

Hackney - Recycling Department

Tel: 020 8356 4920

Hammersmith and Fulham
- Environment Policy Team,
Environment Services Dept.

Tel: 020 8753 3332

Haringey - EROS Team

Tel: 07973 244 059

Harrow

Tel: 020 8420 9462

Havering

Tel: 01708 433 900

Hillingdon - Environmental
Enforcement Team

Tel: 01895 250 158

Hounslow - Community
Environment Team

Tel: 020 8583 5077

Islington - Sustainability Unit

Tel: 020 7527 8747

Kingston upon Thames

Tel: 020 8547 5761

Lambeth
Lambeth Parks
Tel: 020 7926 6209

Lewisham
Tel: 020 8314 2053

Merton - Waste Services
Tel: 0208 545 4682

Newham - Public Realm
Tel: 020 8430 6746

Redbridge - Nature
Conservation Officer
Tel: 020 8501 1426

Richmond upon Thames -
Eco Action
Tel: 0208 891 7063

Southwark - Street Improvement
Officers
Tel: 020 7525 2383/020 7525
2397

Sutton - Waste Management
Tel: 020 8770 6248

Waltham Forest - Recycling
Officer
Tel: 020 8496 2575

Wandsworth - Professional
Centre
Tel: 020 8871 8707

Westminster
Tel: 020 7641 7959

Other Borough Contacts

Barnet - Water & Sustainability
Team
Tel: 020 8359 7435

Bromley – Sustainability Team
Tel: 020 8313 4915

Enfield - Sustainability Team
Tel: 020 8379 3704

Kensington & Chelsea -
Environmental Services
Tel: 020 7341 5708

Tower Hamlets - Sustainability
Team
Tel: 020 7364 6649

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Barking Abbey
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Gunnersbury
© *Gunnersbury Catholic School*

Noor Ul Islan
© *Global Action Plan*

Stanley Park
© *Stanley Park School*

Trinity Catholic
© *Camilla Blackie*

John Ball
© *John Ball School*

New City
© *John Ball School*

Hackney Free
© *John Ball School*

Cardinal Wiseman
© *Global Action Plan*

City of London Academy
© *Camilla Blackie*

Eldon
© *Sarah Winterflood*

Ashburton
© *Camilla Blackie*

Preston Park
© *Global Action Plan*

Ravenscroft
© *Gunnersbury Catholic School*

Godwin
© *Global Action Plan*

Charles Dickens
© *Krzysztof Wiktor*

Petchey Academy
© *Sarah Winterflood*

Lampton
© *Camilla Blackie*

Wimbledon
© *Karolina Johansson*



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